



**Keeping the Promise:**  
**Maximizing Achievement**  
**Across**  
**the Curriculum**

NEW JERSEY DEPARTMENT OF EDUCATION  
The Offices of Reading First,  
Urban Literacy and Early Literacy

New Jersey Department of Education  
Offices of Reading First, Urban Literacy,  
and Early Literacy

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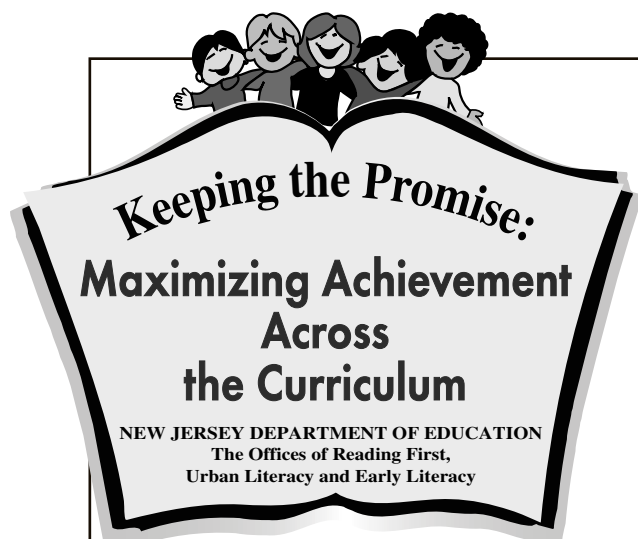
The Third Annual  
NJDOE Literacy Conference  
and  
Standards Institute

**Keeping the Promise:**  
**Maximizing Achievement**  
**Across the Curriculum**

**August 9—11, 2005**

Atlantic City Convention Center and Sheraton Hotel  
Atlantic City, New Jersey  
Co-sponsored by NJTESOL/NJBE





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# Keeping the Promise: Maximizing Achievement Across the Curriculum

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**August 9—11, 2005**

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Atlantic City, New Jersey  
Co-sponsored by NJTESOL/NJBE





## State of New Jersey

DEPARTMENT OF EDUCATION  
PO Box 500  
TRENTON, NJ 08625-0500

RICHARD J. CODEY  
*Acting Governor*

WILLIAM L. LIBRERA  
*Commissioner*

August 9, 2005

Dear Conference Participant:

Welcome to the New Jersey Department of Education's Third Annual Literacy Conference, *Keeping the Promise: Maximizing Achievement Across the Curriculum*. The conference is co-sponsored by the Offices of Reading First, Urban Literacy and Early Literacy, as well as New Jersey Teachers of English to Speakers of Other Languages (NJTESOL) and New Jersey Bilingual Educators (NJBE). The conference follows the Generation Next conference and runs concurrently with institutes and workshops sponsored by the Office of Academic and Professional Standards. To build on that theme, we invite you to participate actively in this important event.

This year's conference provides institutes, workshops, and keynote speakers focusing on cutting edge instruction that supports literacy as well as achievement in all nine core curriculum content standards. The Offices of Reading First, Urban Literacy and Early Literacy will offer workshops to address critical areas including English Language Learners, special education, early childhood programs, proven strategies and techniques, classroom libraries, process writing and curriculum. Keynote and featured speakers will address early and adolescent literacy, differentiated instruction, motivating students, action research, intervention for struggling readers, highly qualified teachers, and scientifically based reading instructional practices.

Our conference has gathered together members of our educational communities who are committed to the children of New Jersey. Progress has been made toward the attainment of this goal, and we believe that your participation in the strands that are of interest to you will help you support student achievement across the curriculum.

Best wishes for a successful conference.

A handwritten signature in cursive script, reading "Fred Carrigg".

Fred Carrigg  
Special Assistant to the Commissioner for  
Urban Literacy-Division of Abbott Implementation

A handwritten signature in cursive script, reading "Mary Ann Capetola".

Mary Ann Capetola  
Acting Director, Office of Reading First

A handwritten signature in cursive script, reading "Jay Doqlan".

Jay Doqlan  
Director, Office of Academic and  
Professional Standards

A handwritten signature in cursive script, reading "Gail Robinson".

Gail Robinson  
Director, Office of Early Literacy

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# ANNOUNCEMENTS

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Please **turn off cell phones and pagers** as a courtesy to presenters and participants.

Help is available at the registration desk. Speakers may leave any extra handouts from their sessions in the registration area.

Maps of the convention center's second, third and fourth floors are contained in the program booklet.

Exhibitors are available in Hall B on the second floor. The hours will vary as follows: Tuesday from 8:30 a.m. - 5:00 p.m., Wednesday from 7:45 a.m.-5:00 p.m., and Thursday from 7:45 a.m. - 3:30 p.m. Please take time to visit the exhibitors.

People with *staff* ribbons are available to answer questions for you.

The lunch buffet will be open throughout the entire lunch period on Wednesday and Thursday.

Emergency medical services are available in Room 307.

Registered attendees and presenters must wear name badges at all times, allowing for entrance into workshop sessions and conference-included meals.

Professional Development (PD) certificates will be available at the end of each day in the registration area. When you hand in your evaluation form, you will receive a PD certificate for that day.

*Enjoy the Conference*

***Keeping the Promise:  
Maximizing Achievement Across the Curriculum***  
**August 9-11, 2005**

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**LITERACY WORKSHOPS**

The first portion of this program reflects the agenda and content for the Literacy Conference, sponsored by the Offices of Reading First, Urban Literacy and Early Literacy.

**SESSIONS REQUIRE PRE-REGISTRATION**

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**OFFICE OF ACADEMIC AND PROFESSIONAL STANDARDS WORKSHOPS**

The second portion of this program reflects the agenda and content for the Standards Institutes and Workshops, sponsored by the Office of Standards and Professional Development.

We hope that you enjoy all that our conference has to offer!

New Jersey Department of Education  
Offices of Reading First, Urban Literacy, and Early Literacy

*Sponsor*

The Third Annual NJDOE Literacy Conference

*Keeping the Promise:  
Maximizing Achievement Across the Curriculum*

August 9—11, 2005

Atlantic City Convention Center and Sheraton Hotel  
Atlantic City, New Jersey

Co-sponsored by NJTESOL/NJBE

## **AGENDA**

*All events will be held in the Atlantic City Convention Center unless otherwise noted.*

### **Tuesday, August 9, 2005**

7:30 a.m. – 9:00 a.m.	Continental Breakfast	Hall B
8:00 a.m. – 5:00 p.m.	Registration	Second Floor
8:30 a.m. – 11:30 a.m.	Pre-conference session Reading First Technical Assistance Session MGT of America, Inc.	Room 421
8:30 a.m. – 5:00 p.m.	Exhibits	Hall B
12:00 p.m. – 1:30 p.m.	Conference Opening Luncheon <i>Keynote Speaker:</i> Ioannis Miaoulis, PhD President/Director, Museum of Science Boston, Massachusetts <i>Introduction of Keynote Speaker:</i> Richard C. Ten Eyck Assistant Commissioner Division of Educational Programs and Assessment New Jersey Department of Education	Hall A
1:45 p.m. – 3:00 p.m.	Breakout Session I	Various rooms (see program)
3:15 p.m. – 4:30 p.m.	Literacy Panel Gay Ivey, PhD; Francine Johnston, PhD; and Melanie Kuhn, PhD	Rooms 402-403

***Keeping the Promise:  
Maximizing Achievement Across the Curriculum***

**AGENDA**

*(continued)*

**Wednesday, August 10, 2005**

7:15 a.m. - 8:30 a.m.	Registration	Second Floor
7:00 a.m. - 8:15 a.m.	Continental Breakfast	Hall B
7:45 a.m. - 5:00 p.m.	Exhibits	Hall B
8:30 a.m. - 4:00 p.m.	Content Institutes (Pre-registration only)	Various rooms (see program)
8:30 a.m. - 9:45 a.m.	Wednesday Opening Session <i>Keynote Speaker:</i> Michael W. Smith, PhD Professor, College of Education Temple University, Pennsylvania	Rooms 402-403
10:00 a.m.-11:15 a.m.	Breakout Session II	Various rooms (see program)
11:30 a.m. - 12:30 p.m.	Lunch Buffet	Hall B
12:45 p.m. - 2:00 p.m.	Breakout Session III	Various rooms (see program)
2:15 p.m. - 3:30 p.m.	Breakout Session IV	Various rooms (see program)
6:00 p.m. - 9:00 p.m.	Dinner (Ticket Required) <i>Keynote Speaker:</i> Kathy Ganske, PhD Associate Professor, Department of Reading Rowan University	Sheraton Hotel Crown Ballroom

***Keeping the Promise:  
Maximizing Achievement Across the Curriculum***

**AGENDA**

*(continued)*

**Thursday, August 11, 2005**

7:15 a.m. - 8:30 a.m.	Registration	Second Floor
7:00 a.m.-8:15 a.m.	Continental Breakfast	Hall B
7:45 a.m.-3:30 p.m.	Exhibits	Hall B
8:30 a.m. - 4:00 p.m.	Content Institutes (Pre-Registration only)	Various rooms (see program)
8:30 a.m.-9:45 a.m.	Thursday Opening Session Keynote Speaker: Joseph Torgesen, PhD Distinguished Professor Florida State University, Florida Director, Florida Center for Reading Research	Rooms 402-403
10:00 a.m.-11:15 a.m.	Breakout Session V	Various rooms (see program)
11:30 a.m. - 12:30 p.m.	Lunch Buffet	Hall B
12:45 p.m.-2:00 p.m.	Breakout Session VI	Various rooms (see program)
2:15 p.m. - 3:30 p.m.	Breakout Session VII	Various rooms (see program)



# ACKNOWLEDGEMENTS

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William L. Librera .....	Commissioner of Education
Gordon MacInnes .....	Assistant Commissioner <i>Division of Abbott Implementation</i>
Richard Ten Eyck .....	Assistant Commissioner <i>Division of Educational Programs and Assessment</i>
Fred Carrigg .....	Special Assistant to the Commissioner for Urban Literacy
Mary Ann Capetola .....	Acting Director <i>Office of Reading First</i>
Jay Doolan .....	Director <i>Office of Academic and Professional Standards</i>
Rochelle Hendricks .....	Director <i>Office of Vocational-Technical, Career and Innovative Programs</i>
Gail Robinson .....	Director <i>Office of Early Literacy</i>

## CONFERENCE PLANNING COMMITTEE

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*Special thanks to New Jersey Transfer for providing the name badges and  
to all the New Jersey Department of Education staff who helped make this conference possible.*

# Keynote and Featured Speakers

## KATHY GANSKE, PhD

Associate Professor, Reading Department  
Rowan University

<b>Dinner Keynote Presentation (Ticket Required):</b>			<b>Room</b>
<b><i>Making a Difference in Literacy Learning: Teachers as Reflective Decision Makers</i></b>	Wednesday, August 10	6:00 p.m. - 9:00 p.m.	Sheraton Hotel Crown Ballroom

A popular consultant and leader of in-service workshops, Dr. Kathy Ganske has extensive classroom teaching experience which includes primary through upper elementary grades. Currently Associate Professor in the Department of Reading at Rowan University in New Jersey, she also supervises in their reading clinic.

In addition, Dr. Ganske is the author of the popular Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary Instruction. She is co-author of the recently released Supporting Struggling Readers and Writers: Strategies for Classroom Intervention Grades 3-6.

## GAY IVEY, PhD

Associate Professor  
James Madison University, Virginia

<b>Featured Presentation:</b>			<b>Room</b>
<b><i>Evaluating the Interventions for Struggling Readers</i></b>	Tuesday, August 9	1:45 p.m. - 3:00 p.m.	412
<b><i>Literacy Panel Participant</i></b>	Tuesday, August 9	3:15 p.m. - 4:30 p.m.	402/403

Dr. Gay Ivey is an Associate Professor of Reading Education at James Madison University in Harrisonburg, Virginia. A former middle school reading teacher, her research and teaching interests include the development of productive and motivating classrooms for struggling readers. Her literacy-related publications can be found in such journals as Reading Research Quarterly, The Reading Teacher, Journal of Adolescent & Adult Literacy, Language Arts, Middle School Journal, and Reading Research & Instruction, and Educational Leadership. She is also co-author, with Jo Worthy and Karen Broaddus, of Pathways to Independence: Reading, Writing, and Learning in Grades 3-8, from the Guilford Press.

## FRANCINE JOHNSTON, PhD

Associate Professor  
University of North Carolina, North Carolina

<b>Featured Presentation:</b>			<b>Room</b>
<b><i>From Invented Spelling to Phonics: Planning Developmental Word Study</i></b>	Tuesday, August 9	1:45 p.m. - 3:00 p.m.	411
<b><i>Literacy Panel Participant</i></b>	Tuesday, August 9	3:15 p.m. - 4:30 p.m.	402/403

As Associate Professor at The University of North Carolina Greensboro, Dr. Johnston teaches courses in children's literature, language arts, emergent literacy, word study, and reading. Dr. Johnston is also the Supervisor of Internships and Student Teaching for undergraduates in teacher education at Professional Development Schools and the Coordinator of the Reading Masters in Education program. Dr. Johnston has authored numerous books including the popular Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 3rd Ed. Dr. Johnston has written numerous articles on the teaching of spelling, phonics, and word study for The Reading Teacher, Journal of Educational Psychology and Reading Research and Instruction. In addition, Dr. Johnston has written and presented numerous papers at the National Reading Conference, International Reading Association, North Carolina Reading Association, and the Virginia State Reading Association.

## KEYNOTE AND FEATURED SPEAKERS

### MELANIE KUHN, PhD

Assistant Professor  
Rutgers – The State University of New Jersey

<b>Featured Presentation:</b>			<b>Room</b>
<i>Literacy Panel Participant</i>	Tuesday, August 9	3:15 p.m. - 4:30 p.m.	402/403
<i>Integrating Fluency into the Classroom: Two Classroom Based Approaches</i>	Thursday, August 11	10:00 a.m. - 11:15 a.m.	411

Dr. Melanie Kuhn is an Assistant Professor at Rutgers University. She began her teaching career in the Boston Public Schools, has worked as a literacy co-coordinator for an adult education program, and spent three years as an instructor at Centre Academy in London. She received her M.Ed. in Reading and Language at Harvard Graduate School of Education, her M. Phil. in the Psychological Investigations of Intellectual Development at Cambridge University, and her Ph. D. in Reading Education from the University of Georgia, where she worked with the National Reading Research Center (NRRC). Her dissertation focused on fluency development for struggling readers and she is Co-Principal Investigator on a five year Interagency Educational Research Initiative grant that is exploring the development of fluent reading among second graders. She has published the research report "Fluency: A Review of Developmental and Remedial Practices" with Steven Stahl in the Journal of Educational Psychology along with several other articles.

### JILL LEWIS, EdD

Professor  
New Jersey City University

<b>Featured Presentation:</b>			<b>Room</b>
<i>Strategies for Developing Academic Literacy in Young Adolescents (Grades 5-8)</i>	Wednesday, August 10	12:45 p.m. - 2:00 p.m.	418

Dr. Jill Lewis is Professor of Literacy Education at New Jersey City University of Jersey City, New Jersey and is a member of the Board of Directors of the International Reading Association. She taught graduate and undergraduate courses at New Jersey City University and has also taught in public schools, grade 7 through 12, in Virginia and New York. Dr. Lewis received her B.S. degree from State University College at Buffalo, New York, her M.A. from George Washington University, Washington, D.C., and her EdD. from Rutgers University in New Brunswick, New Jersey. She has served as Chair of the Governmental Relations for the IRA and for the New Jersey Reading Association and was a member of the New Jersey Commissioner of Education's Task Force on Middle School Literacy. Dr. Lewis also served on the Governor's Task Force on Early Literacy and co-chaired New Jersey's project for developing the New Jersey Core Curriculum Standards Framework for Language Arts Literacy and served on the Standards Committee for the original and revised New Jersey Language Arts Literacy Standards. Dr. Lewis has authored numerous professional articles on professional development, advocacy, and content area reading. She is lead author of the forthcoming publication *On the Frontline: Advocating Effectively for Your School, Your Students, and Your Profession* (2004, International Reading Association), and author of *Academic Literacy: Readings and Strategies* (3rd ed.), as well as other literacy development texts for students. Dr. Lewis serves as a volunteer for the Secondary Education Reform Activity program in Macedonia and has also worked in Kazakhstan and Albania for IRA's Reading and Writing for Critical Thinking Project. Currently, she is Chair of the Board of Directors for the American Reading Forum.

### MARY LOU McCLOSKEY

Educational Consultant  
Harcourt Achieve, Inc.

<b>Featured Presentation:</b>			<b>Room</b>
<i>Visual Scaffolding to Support ELL Reading</i>	Wednesday, August 10	10:00 a.m. - 11:15 a.m.	418

Mary Lou McCloskey, 2002-2003 President of TESOL and 1989-1990 President of Georgia TESOL, has worked as an elementary school teacher, a middle school teacher in multilingual/multicultural classes, and an adult reading instructor. She was awarded the 1999 Moss Chair of Excellence in English at the University of Memphis, TESOL's D. Scott Enright Service Award, and the Georgia TESOL Professional Service Award. Mary Lou has worked as a consultant with teachers, teacher educators, departments and ministries of education on five continents and in 34 of the United States. Recent publications include *On Our Way to English: Vision, and Case Studies in Primary ESL* and also *Teaching English Learners in Grade Level Classrooms, K-8*.

## KEYNOTE AND FEATURED SPEAKERS

### MAUREEN McLAUGHLIN, PhD

Professor of Education  
East Stroudsburg University

<b>Featured Presentation:</b>	<b>Room</b>
<i>Guided Comprehension in the Primary Grades: Helping Students Understand Informational Text</i>	Thursday, August 11 12:45 p.m. - 2:00 p.m. 411

Dr. Maureen McLaughlin is a Professor of Education at East Stroudsburg University of Pennsylvania. Prior to her tenure at the university, Dr. McLaughlin spent 15 years as a classroom teacher, reading specialist, and department chair in a public school system. Maureen has authored numerous publications including *Guided Comprehension in the Primary Grades* (International Reading Association, 2003). She is a frequent speaker at international, national, and state conferences and is a consultant to school districts and universities nationwide.

### IOANNIS N. MIAOULIS, PhD

President and Director  
Museum of Science, Boston, Massachusetts

<b>Luncheon Keynote Presentation:</b>	<b>Room</b>
<i>Engineering the Curriculum</i>	Tuesday, August 9 12:00 p.m. - 1:30 p.m. Hall A

Dr. Ioannis (Yannis) N. Miaoulis became President and Director of the Museum of Science in Boston on January 1, 2003. As Dean of Tufts University School of Engineering, Dr. Miaoulis spearheaded the introduction of engineering into the Massachusetts K-12 science and technology curriculum, making the Commonwealth first in the nation to do so in 2001. Convinced the best way to interest people in science and engineering is to connect these subjects to their passions, Dr. Miaoulis created popular engineering courses at Tufts based on students' and his own enthusiasm for fishing and cooking. Guided by him for 15 years, Tufts engineering students have inspired children in hands-on classroom engineering experiences. Now, led by Dr. Miaoulis, the Museum of Science is advancing technological literacy nationwide by working with school systems, engaging students in engineering activities, providing a window into the world of technology, and fostering discussion of the impact of science and technology.

Dr. Miaoulis has been honored for his research and community service and contributions to public education. He has served on the Massachusetts Math and Science Advisory Board and is Chair of the Massachusetts Technology/Engineering Advisory Board.

Earning bachelor's and doctoral degrees in mechanical engineering and a master's in economics at Tufts, he also received a master's in mechanical engineering from the Massachusetts Institute of Technology. He has published more than 100 research papers and holds two patents.

### LESLEY MANDEL MORROW, PhD

Professor, Graduate School of Education  
Rutgers – the State University of New Jersey

<b>Featured Presentation:</b>	<b>Room</b>
<i>Organizing and Managing the Language Arts Period: Centers and Guided Reading</i>	Wednesday, August 10 12:45 p.m. - 2:00 p.m. 415

Dr. Lesley Mandel Morrow is a Professor of Education at Rutgers University's Graduate School of Education. She is coordinator of the Literacy Cluster and a member of the Early Childhood/Elementary Cluster. She began her career as a classroom teacher and later became a reading specialist. Her area of research deals with early literacy development with an emphasis on physical and social context to motivate reading. In addition, Dr. Morrow has more than 200 publications. Her articles have appeared in journals such as *Reading Research Quarterly*, *Journal of Educational Psychology*, and *the Reading Teacher*. Her most recent books are *Organizing and Managing the Language Arts Block*, *Literacy Development in the Early Years: Helping Children Read and Write*, and *The Literacy Center: Contexts for Reading and Writing*. She received the Rutgers University awards for research and teaching, the International Reading Association's Outstanding Teacher Education of Reading Award, and Fordham University's Alumni Award for Outstanding Achievement. She was also the former President of the International Reading Association for 2003-2004.

## KEYNOTE AND FEATURED SPEAKERS

### TIMOTHY RASINSKI, PhD

Professor of Education

Kent State University, Ohio

<b>Featured Presentation:</b>			<b>Room</b>
<i>Effective Fluency Instruction in the Intermediate and Middle Grades</i>	Wednesday, August 10	10:00 a.m. -11:15 a.m.	409
<i>Effective Fluency Instruction in the Primary Grades</i>	Wednesday, August 10	12:45 p.m. - 2:00 p.m.	409

Dr. Timothy Rasinski is a Professor of Education in the Reading and Writing Center at Kent State University in Kent, Ohio. Dr. Rasinski received his PhD from The Ohio State University. Dr. Rasinski has written over 150 articles and has edited or authored 12 books on reading education. His scholarly interests include reading fluency and word study, reading in the elementary and middle grades, and struggling readers. His work on fluency has been cited by the National Reading Panel. Dr. Rasinski served on the Board of Directors of the International Reading Association from 1992 to 1999. He was editor of *The Reading Teacher*, the world's most widely read journal in literacy education. Currently he serves as co-editor of the *Journal of Literacy Research*. He has been president of the College Reading Association and chairperson of the Language Experience Special Interest Group of the International Reading Association, and he has won the A. B. Herr Award from the College Reading Association for his scholarly contributions to literacy education. At Kent State, Dr. Rasinski directs the reading clinic, which recently won the Ohio's Best Award for innovations and effectiveness in education. Dr. Rasinski taught for several years as an elementary and middle school classroom and Title I teacher in rural Nebraska before beginning his career as a college professor. He taught literacy at the University of Georgia before joining the faculty at Kent State.

### SANDRA RIEF

Educational Consultant

<b>Featured Presentation:</b>			<b>Room</b>
<i>Differentiating Instruction to Reach and Teach Diverse Learners</i>	Wednesday, August 10	10:00 a.m. -11:15 a.m.	411
	Wednesday, August 10	12:45 p.m. - 2:00 p.m.	411

Sandra Rief is an award-winning educator with over 23 years of teaching experience. She received her B.A. and M.A. degrees from the University of Illinois. She has been recognized for being an outstanding educator (including California Resource Specialist of the Year). Ms. Rief specializes in practical strategies/interventions for educating students with learning, attention, and behavioral challenges in inclusive settings. She has authored several books on this topic, including the best seller, *How to Reach & Teach ADD/ADHD Children*. Currently, Ms. Rief is an educational consultant, having been involved in extensive work, over the past few years, in New York City schools. In addition, she has had the honor of being a keynote speaker and workshop presenter in Israel, Costa Rica, Colombia, Canada, South Africa, Spain, and Brazil, as well as throughout the United States.

### RICHARD SAGOR, PhD

Director

Institute for the Study of Inquiry in Education in Vancouver, Washington

<b>Featured Presentation:</b>			<b>Room</b>
<i>Motivating Students: Inspiring Effort and Perseverance in the Heterogeneous Classroom</i>	Wednesday, August 10	10:00 a.m. - 11:15 a.m.	404
<i>Using Collaborative Action Research to Improve Performance and Enhance Morale</i>	Wednesday, August 10	12:45 p.m. - 2:00 p.m.	404

Dr. Richard Sagor is currently the director of the Institute for the Study of Inquiry in Education in Vancouver, Washington, which provides consultation and long term support for schools and educational organizations with leadership development and the use of data for school improvement. Dr. Sagor has authored many books, book chapters, articles and instructional materials as well as papers, including most recently, *The Action Research Guidebook: A Four Step Process for Educators and School Teams*. Dr. Sagor is well known for presenting at conferences nationally and internationally. Dr. Sagor recently presented in Japan for the Department of Defense Schools and in Asia, Africa and Latin America for Associations of International Schools.



## KEYNOTE AND FEATURED SPEAKERS

### MICHAEL SMITH, PhD

Professor, College of Education  
Temple University, Pennsylvania

<b>Wednesday Keynote Presentation</b>			<b>Room</b>
<i>Reading Don't Fix No Chevys: Literacy in the Lives of Young Men</i>	Wednesday, August 10	8:30 a.m. - 9:45 a.m.	402/403
<i>"I Just Like Being Good At It": Developing Competent Readers</i>	Wednesday, August 10	12:45 p.m. - 2:00 p.m.	412
<i>A Look at Writing: Getting to the Heart of the Matter</i>	Wednesday, August 10	2:15 p.m. - 3:30 p.m.	412

Dr. Michael W. Smith is a Professor of Education in the College of Education at Temple University. In his research, he works to understand how experienced readers read and talk about literary texts. Additionally, his work focuses on how adolescents read and talk about texts both in and out of school, and how teachers can help prepare students to have more meaningful transactions when they read. In part, Dr. Smith's interests developed during his 11 years of teaching high school English. He has been Chair of the Literature Special Interest Group of the American Educational Research Association, co-Chair of the National Council of Teachers of English Assembly for Research, and co-editor of *Research in the Teaching of English*. He was recently elected as a Fellow of the National Conference on Research in Language and Literacy.

### JAMES STRONGE, PhD

Heritage Professor  
The College of William and Mary, Virginia

<b>Featured Presentation:</b>			<b>Room</b>
<i>Qualities of Effective Teachers: Why Do We Need Good Teachers?</i>	Thursday, August 11	10:00 a.m. - 11:15 a.m.	418
<i>Qualities of Effective Teachers: What Do Good Teachers Do?</i>	Thursday, August 11	2:15 p.m. - 3:30 p.m.	418

Dr. James H. Stronge is the Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, Williamsburg, Virginia. His research interests include policy and practice related to teacher quality, and teacher and administrator evaluation. He has worked with numerous school districts and other educational organizations to design and implement evaluation systems for teachers, administrators, and support personnel. His work on effective teachers focuses on how to identify effective teachers and how to enhance teacher effectiveness. Dr. Stronge has presented his research at conferences such as the American Educational Research Association and Association for Supervision and Curriculum Development, conducted workshops for national and state organizations, and worked with local school districts.

Dr. Stronge is the author and co-author of many books, the two most recent include *Teacher Pay and Teacher Quality: Attracting, Developing, and Retaining the Best Teachers* and *Assessing Teacher Quality*, both out this year.

### JOE TORGESEN, PhD

Director, Florida Center for Reading Research  
Professor, Florida State University, Florida

<b>Thursday Keynote Presentation:</b>			<b>Room</b>
<i>Interventions That Work: The Multi-Tiered Model</i>	Thursday, August 11	8:30 a.m. - 9:45 a.m.	402/403

Dr. Joe Torgesen, a renowned literacy researcher, is nationally known for his research on both the prevention and remediation of reading difficulties in young children as well as work on assessment of phonological awareness and reading. Currently, Dr. Torgesen is the Director of the Florida Center for Reading Research and of the Eastern Regional Reading First Technical Assistance Center, as well as Professor of Psychology at Florida State University. He has authored over 100 publications on the subject of learning disabilities and serves on the editorial board of three professional research journals. He has been conducting research with children who have learning problems for the past 25 years and is the author of over 170 articles, book chapters, books, and tests related to reading and learning disabilities. He also serves on the editorial boards of six professional research journals. His current interests include early assessment of students at risk for reading problems, classroom reading instruction, and instructional interventions that can be used to help struggling readers "close the gap" with their classmates.

## KEYNOTE AND FEATURED SPEAKERS

### SUSAN ZIMMERMANN

Author

Featured Presentation:			Room
<i>Mosaic of Thought:</i> <i>Teaching the 7 Keys to Comprehension</i>	Thursday, August 11	10:00 a.m. - 11:15 a.m.	415
	Thursday, August 11	12:45 p.m. - 2:00 p.m.	415

Susan Zimmermann is co-author of *7 Keys to Comprehension: How to Help Your Kids Read It and Get It* (2003) and *Mosaic of Thought* (1997), educational best-sellers that are changing the way reading is taught in classrooms throughout America. Ms. Zimmermann co-founded and served as the Executive Director of Denver's Public Education and Business Coalition. During her ten years there, she initiated numerous programs to improve the quality of public schools, including the Reading Project, which has been implemented in more than 100 schools and provides the examples in *7 Keys* and *Mosaic of Thought*.

Ms. Zimmermann is also the author of *Keeping Katherine* (2005), *Writing to Heal the Soul* (2002), winner of the Colorado Book Award, and *Grief Dancers* (1996), a finalist for the Colorado Book Award and winner of the Exceptional Parent Symbol of Excellence for its "profound contribution to human understanding and dignity." A Yale Law School graduate, Ms. Zimmermann has given workshops in over 30 states and internationally on ways to deepen reading and writing experiences for adults and children.

## LITERACY WORKSHOP SESSIONS AT-A-GLANCE

**Tuesday, August 9, 2005**

<b>ROOM</b>	
304	<p style="text-align: center;"><b>8:30 a.m. – 11:30 a.m.</b>  <b>PRE-CONFERENCE SESSION</b>  <i>Reading First Technical Assistance Session</i>  <b>Presenters: MGT of America, Inc.</b></p>
Hall A	<p style="text-align: center;"><b>12:00 p.m. – 1:30 p.m.</b>  <b>Luncheon Keynote-Ioannis Miaoulis, PhD</b>  <i>Engineering the Curriculum</i></p>
	<p style="text-align: center;"><b>1:45 p.m. – 3:00 p.m.</b></p>
404	Research-Based Vocabulary Instruction
407	Five Easy Pieces to Enhance NCLB Legislation
409	Reading Comprehension Strategies to Inspire Active Learning
411	From Invented Spelling to Phonics: Planning Developmental Word Study
412	Evaluating Interventions for Struggling Readers
413	Financial Literacy Series: Economics in Children's Literature K-6
414	Keeping the Promise for All Students: CAPA Findings and Recommendations
416	Pick of the Decade: Best Books K-8
417	Standards, Assessments and Classroom Practice for English Language Learners
418	Phonemic Awareness: Making Sound Decisions for Reading
421	Continuous Comprehension: Strategies that Support Comprehension Growth Using Non-Fiction Text
<p style="text-align: center;"><b>3:15 p.m. – 4:30 p.m.</b>  <b>LITERACY PANEL</b></p>	
402/403	<p><b>Join us for a panel discussion with literacy professors Gay Ivey, PhD; Francine Johnston, PhD; and Melanie Kuhn, PhD. Key points regarding phonemic awareness and phonics, fluency and comprehension will be highlighted, in addition to a question and answer session.</b></p>



**PRE-CONFERENCE SESSION**

**8:30 a.m. - 11:30 a.m.**

**B01 Room 304** *Reading First Technical Assistance Session*

This session will provide an overview of the Reading First evaluation process. Participants will receive a copy of the observation tool, ICE-R. Additionally, the session will include a question and answer period.

**Presenters:** MGT of America, Inc.

**12:00 p.m. - 1:30 p.m.**

**LUNCHEON KEYNOTE-Ioannis Miaoulis, PhD**

**President/Director, Museum of Science, Boston, MA**

**B02 Hall A** *Engineering the Curriculum*

Everyday objects such as pens, cars and buildings are the result of the engineering design process. An increasing number of states now integrate this process into their learning standards. Dr. Miaoulis will describe how to connect these concepts of math and science with social studies, language and the arts. He will discuss this concept for elementary through high school students and present how engineering makes all disciplines engaging for both boys and girls and for all learning styles.

**1:45 p.m. - 3:00 p.m.**

**CONCURRENT SESSIONS: Featured Speakers**

**B03 Room 411** *From Invented Spelling to Phonics: Planning Developmental Word Study*

In the last 25 years, educators have learned a great deal about how children's word knowledge is revealed in their invented spelling and how writing efforts should not only be celebrated and encouraged, but used diagnostically to determine what instruction they need in the area of phonics. Participants will look at examples of children's writing to trace spelling development of readers and writers in the primary grades. Participants will also be shown how a simple spelling inventory can be used to plan developmentally appropriate instruction that will meet the range of needs most teachers find in a class of students. Finally, participants will take part in word sort activities appropriate for children at different developmental stages.

**Presenter:** Francine Johnston, PhD, Associate Professor, University of North Carolina, Greensboro, North Carolina

**B04 Room 412** *Evaluating the Interventions for Struggling Readers*

In an era of "what works" in literacy education, schools are faced with a plethora of intervention programs that are purported to raise achievement for struggling students. Participants will look at alternative viewpoints on what is meant by "research-based" and will explore a framework that enables school-level personnel to assess available programs and interventions or to create their own initiatives..

**Presenter:** Gay Ivey, PhD, Associate Professor, James Madison University, Virginia

**1:45 p.m. - 3:00 p.m.****Additional Concurrent Sessions****B05      Room 404      *Research-Based Vocabulary Instruction***

Vocabulary development is essential to students' development as lifelong readers. This session will look at the research base for vocabulary instruction and how it can inform instructional practices in the classroom. Participants will leave with an understanding of how their core program addresses vocabulary instruction and how core programs' vocabulary instruction can be enhanced to meet the needs of all students.

**Presenters:** Carrie R. Nagel and Ed Radigan, Eastern Regional Reading First Technical Assistance Center

**B06      Room 407      *Five Easy Pieces to Enhance NCLB Legislation***

In this presentation, participants will be exposed to the five areas of the No Child Left Behind legislation needed for literacy success: phonics, phonemic awareness, fluency, text comprehension, and vocabulary. Several strategies will be shared, which will create a help menu that teachers, administrators, special education personnel and paraprofessionals will find beneficial.

**Presenter:** David Monti, PhD, Professor Emeritus, Department of Reading/Language Arts, Central Connecticut State University, Connecticut

**B07      Room 409      *Reading Comprehension Strategies to Inspire Active Learning***

This practical workshop will provide before, during and after strategies to ensure student engagement with the text. Predict-O-Grams, anticipation guides and reader response models will be shared. These enhancing activities are appropriate for both middle and high school levels and may be used with any literary selection. Participants will receive classroom-tested ideas they can use tomorrow.

**Presenter:** Nancy McDonald, National Language Arts Consultant, Pearson/Prentice Hall

**B08      Room 413      *Financial Literacy Series: Economics in Children's Literature K-6***

This workshop introduces primary educators to economic concepts and demonstrates how to teach them using children's literature. The program emphasizes active learning techniques that help educators meet state and national standards in economics and personal finance. The Financial Literacy Series is co-sponsored by the New Jersey Coalition for Financial Education.

**Presenter:** Andrew Hill, PhD, Economic Education Specialist, Federal Reserve Bank of Philadelphia, Community Affairs Department

**B09      Room 414      *Keeping the Promise for ALL Students: CAPA Findings and Recommendations***

The 2004-2005 Collaborative Assessment and Planning for Achievement (CAPA) team visits Abbott "low-performing" and Title I "schools in corrective action." By providing insights into why students aren't "maximizing achievement" in literacy, they explore how schools and districts might remedy the situation. Participants will review CAPA literacy protocols and major issues in literacy instruction and curriculum from CAPA findings statewide. They will also reflect on consistent recommendations made for immediate increases in student LAL proficiency.

**Presenters:** Susan Akers and Thomas Gambino, Education Program Development Specialists, Division of Abbott Implementation/CAPA Unit, New Jersey Department of Education; Karen Campbell, Program Development Specialist, Title I, New Jersey Department of Education

**B10 Room 416** *Pick of the Decade 1995-2005: Best Books for Grades K-8*

The members of the Children's Services Section of the New Jersey Library Association were asked to send in their favorite books for grades K-8, along with members from other various organizations. The responses were compiled in a 72-page booklet. A booktalk with approximately 60 titles will be presented. Genres to be discussed will include: picture books, easy readers, beginning chapter books, and fiction books. Come pick up a copy of the booklet and hear booktalks of a selection from each category.

**Presenters:** **Bonnie Kunzel, Youth Services Librarian, NJ State Library and Pat Vasilik, Head of Children's Services, Clifton Public Library**

**B11 Room 417** *Standards, Assessment, and Classroom Practice for English Language Learners*

In order to support teachers and administrators who work with English Language Learners, this workshop provides an opportunity to become more familiar with the New Jersey English Proficiency Standards. The standards for reading in Pre-K-2 and their relevance to English language development will be discussed. Participants will see how the standards can be demonstrated in a classroom setting by developing activities that align with the standards.

**Presenters:** **Raquel Sinai, Bilingual/ESL Coordinator, New Jersey Department of Education and Lori Ramella, Bilingual/ESL Education Specialist, New Jersey Department of Education**

**B12 Room 418** *Phonemic Awareness: Making Sound Decisions for Reading*

What do we know about phonemic awareness and phonemic awareness instruction? In this workshop, learn how we can translate this knowledge into exciting instruction. During this session, the hierarchy of phonemic awareness activities will be presented. There will be demonstrations of activities most aligned with reading acquisition.

**Presenter:** **Charlotte Johnson-Davis, Eastern Regional Reading First Technical Assistance Center, Tallahassee, Florida**

**B13 Room 421** *Continuous Comprehension: Strategies that Support Growth Using Non-Fiction Text*

In this interactive workshop, there will be a focus on instructional strategies geared toward developing a student's use of comprehension strategies continuously and flexibly, as they encounter challenges in content area reading. Participants will explore types of the non-fiction genre and learn how to integrate a variety of instructional strategies. In the process, they will develop an awareness of their individual strategies. This session will include hands-on activities using comprehension strategies, graphic organizers, and synthesizing information across the genre.

**Presenter:** **Donna Kester Phillips, PhD, Assistant Professor of Education, Niagara University, New York**

**AFTERNOON LITERACY PANEL 3:15 p.m. - 4:30 p.m.**

**B14 Room 402/403** Join us for a panel discussion with literacy professors, Gay Ivey, PhD, Francine Johnston, PhD and Melanie Kuhn, PhD. Key points regarding phonemic awareness and phonics, comprehension and fluency will be highlighted, in addition to time for a question and answer session.

## LITERACY WORKSHOP SESSIONS AT-A-GLANCE

Wednesday, August 10, 2005			
ROOM	8:30 a.m. – 9:45 a.m.		
402/403	<b>Keynote Speaker: Michael Smith, PhD</b> <i>Reading Don't Fix No Chevys: Literacy in the Lives of Young Men</i>		
	10:00 a.m. – 11:15 a.m.	12:45 p.m. – 2:00 p.m.	2:15 p.m. – 3:30 p.m.
314			Heidi Ho and Za Zu Ze...Phonological Awareness
316	Developing Center Activities Based on Data	Developing Center Activities Based on Data	
317		You Can't Beat Poetry!	Effective Literacy Coaching
321			Draw Me Your Thinking: Visualization to Extend Students' Comprehension
401	Strategies for Teaching Phonemic Awareness, Phonics, and Decoding for Emergent and Early Readers	Strategies for Improving Reading Comprehension and Fluency	Strategies for Improving Reading Comprehension and Fluency
404	Motivating Students: Inspiring Effort and Perseverance in the Heterogeneous Classroom	Collaborative Action Research to Improve Performance and Enhance Morale	Early Intervention: Strategies for Early Literacy Programs
405	Learning with Literature Circles: An Introduction—Grades 2 to 3	Using Modified Assessment Tools to Plan Instruction for English Language Learners	Using Modified Assessment Tools to Plan Instruction for English Language Learners
406	Reading First Videos and Modules	Reading First Videos and Modules	Reading First Videos and Modules
407	Powerful Instruction: Conferences in the Writing Workshop		
408	Selecting and Using Classroom Libraries to Differentiate Instruction	Challenge: Entertain Parents and Children While Inspiring Them to Read	Beating the 4th Grade Slump: Informational Text in Grades 1-4
409	Effective Fluency Instruction in the Intermediate and Middle Grades	Effective Fluency Instruction in the Primary Grades	Supporting Assessment with Technology: Learning from New Mexico's Reading First
410	Making a Successful Transition from Whole School Reform to Balanced Literacy	Coaching for Lasting Change	Best Practices in Reading for English Language Learners
411	Differentiating Instruction to Reach and Teach Diverse Learners	Differentiating Instruction to Reach and Teach Diverse Learners	Bilingual/ESL? Special Education? How Do I Decide?
412		"I just like being good at it": Developing Competent Readers	A Look at Writing: Getting to the Heart of the Matter
413	Differentiating Instruction: Effective Literacy Practices for Students with Disabilities	Increasing Reading Comprehension in the Second Language Classroom	An Introduction to Sheltered Instruction: Using the SIOP Approach in Practice
414	Keeping the Promise for All Students: CAPA Findings and Recommendations	Phonemic Awareness: Playing With Sounds	Literacy Intervention: Where Do You Begin?

## LITERACY WORKSHOP SESSIONS AT-A-GLANCE

<b>Wednesday, August 10, 2005</b>			
<b>ROOM</b>	<b>10:00 a.m. – 11:15 a.m.</b>	<b>12:45 p.m. – 2:00 p.m.</b>	<b>2:15 p.m. – 3:30 p.m.</b>
<b>415</b>	Intensive Early Literacy	Organizing and Managing the Language Arts Period: Centers and Guided Reading	Provision of Services to Students with Disabilities
<b>416</b>	Family Literacy: Every Child Reading at Your Library	Garden State Children's and Teen Book Award Titles (Grades K-8)	Bilingual Programs: The World is Getting Smaller
<b>417</b>	Real Reading in Elizabeth: Motivation and Achievement for Lifelong Learners	Instructional Leadership for Reading First	Instructional Leadership for Reading First
<b>418</b>	Visual Scaffolding to Support English Language Learners Reading	Strategies for Developing Academic Literacy in Young Adolescents (Grades 5-8)	
<b>419</b>	Research-Based Vocabulary Instruction	Word Walls and Vocabulary	
<b>421</b>	Literacy Link Ups: Linking Authentic Literature to Guided Reading Texts	An Introduction to the Early Learning Assessment System: A Language Arts Literacy-Focused Performance Based Assessment	
<b>Sheraton Hotel Crown Ballroom</b>	<b>6:00 p.m.-9:00 p.m.</b> <b>Dinner (Ticket Required)</b> <b>Keynote Speaker: Kathy Ganske, PhD</b> Associate Professor, Rowan University <i><b>Making a Difference in Literacy Learning: Teachers as Reflective Decision Makers</b></i>		

8:30 a.m. - 9:45 a.m.

### KEYNOTE SESSION: Michael Smith, PhD

Professor, College of Education, Temple University, Pennsylvania

**B15 Room 402/403**

*Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*

Many students who seem to be so disengaged in school are extremely engaged in out-of-school activities. Building on the work of psychologist, Mihalyi Csikszentmihalyi, and the research conducted with Jeff Wilhelm reported in our text, *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*, we'll explore ways to make literacy learning more like the learning and activities that students embrace in their out-of-school lives.

10:00 a.m. - 11:15 a.m.

### CONCURRENT SESSIONS: Featured Speakers

**B16 Room 404**

*Motivating Students: Inspiring Effort and Perseverance in the Heterogeneous Classroom*

In mixed ability classes it can seem difficult to motivate all learners. Furthermore, some teachers find having to address imposed standards to be a turn off to many students. But this needn't be the case. By attending to the basic emotional needs of students (their need to feel competent, belonging, useful, potent, and optimistic) it is possible to get all of our students to do the hard work required by even the toughest material. This session will explore a set of generic strategies that have inspired motivation with all categories of students.

**Presenter: Richard Sagor, PhD, Director, Institute for the Study of Inquiry in Education**

**B17 Room 409**

*Effective Fluency Instruction in the Intermediate and Middle Grades*

Dr. Tim Rasinski will define reading fluency, the often neglected and illusive goal of the intermediate and middle grades reading program. By sharing ideas on assessing fluency and monitoring progress, he will present effective and engaging instructional methods for teaching reading fluency.

**Presenter: Timothy Rasinski, PhD, Professor of Education, Kent State University, Ohio**

**B18 Room 411**

*Differentiating Instruction to Reach and Teach Diverse Learners*

By providing a host of practical teaching strategies, this session will explore differentiating instruction and optimizing the academic performance of students with diverse learning needs. Among the topics addressed will be strategies for: engaging students' attention, interest, active participation, increasing on-task behavior and work production. In addition, some key academic supports and accommodations to enable the success of struggling students will be shared and demonstrated.

**Presenter: Sandra Rief, Educational Consultant**

**B19 Room 418**

*Visual Scaffolding to Support English Language Learners' Reading*

Visual scaffolding strategies support the reading development of English Language Learners and can assist with differentiation for learners at various stages of English language and reading development. It will also help learners to comprehend challenging conceptual materials. This presentation will demonstrate various strategies for providing effective contextual information to readers at various levels to help ELL readers acquire vocabulary, comprehend text schema, and to promote higher-order thinking skills through connected thematic learning.

**Presenter: Mary Lou McCloskey, Educational Consultant, Harcourt Achieve Inc.**



**10:00 a.m. - 11:15 a.m.****Additional Concurrent Sessions****B20      Room 316      *Developing Center Activities Based on Data***

As we provide differentiated small reading groups, we often question, "What do our students need to be doing while they are not being instructed by the teacher?" During this session, we will discuss this question and present information on how to provide the students with center activities that will best meet their needs. Center activities will include phonemic awareness, phonics, fluency, comprehension, and vocabulary.

**Presenter:** Sheryl Turner, Eastern Regional Reading First Technical Assistance Center, Tallahassee, Florida

**B21      Room 401      *Strategies for Teaching Phonemic Awareness, Phonics, and Decoding for Emergent and Early Readers***

Using children's literature, this session will delve into the teaching of phonemic awareness and phonics through integrated teacher-designed and technology-based learning activities. Participants will explore the use of children's literature to integrate new literacy practices in the classroom. Participants will view traditional and web-based learning environments through a variety of richer and more complex learning opportunities. Each instructional strategy presented will provide teachers, administrators, curriculum coordinators, and parents with strategies to present new literacy practices while teaching emergent reading skills to differential and "at risk" learners.

**Presenter:** Christine Davis, EdD, Assistant Professor, Education Department, Georgian Court University

**B22      Room 405      *Learning with Literature Circles: An Introduction – Grades 2-3***

Have you heard about literature circles, wanted to try them, but were unsure how to start?

Join us in this lively interactive workshop and learn how to begin these exciting, student-led book clubs. Participants will leave with the necessary knowledge to implement literature circles with their students.

**Presenter:** Valerie Calister-Kuhi and Margaret McChesney, Reading Coaches, Office of Early Literacy, New Jersey Department of Education

**Room 406      *Reading First Videos and Modules***

Come and see demonstrations of New Jersey teachers and reading experts in 7 videos and videobased professional development modules developed by NJPEP for the Reading First office. Topics will be presented all day, and are (in this order): Reading Aloud, Comprehension, Motivation and Background Knowledge, Phonics, Phonemic Awareness, Fluency and interactive Writing. Learn how the videos and/or modules may be used by an individual teacher or in a workshop format in your district.

**Presenter:** Patsy Green, NJDOE

**B23      Room 407      *Powerful Instruction: Conferences in the Writing Workshop***

Learn how conducting writing conferences provides powerful instruction. Presenters will highlight conferencing fundamentals, the architecture of a conference and the various kinds of conferences. Participants will examine student work to practice conferencing for kindergarten through third grade teachers with conferencing experience.

**Presenters:** Andrea Andre and Kristen James, Reading Coaches, Office of Early Literacy, New Jersey Department of Education

**B24      Room 408      *Selecting and Using Classroom Libraries to Differentiate Instruction***

This workshop will define and explore the criteria for appropriate selection of classroom library materials to use in pre-K through third grade classrooms. Participants will learn how to use libraries to support literacy instruction and capture the interest of young readers and writers.

**Presenter:** Mary Jane Kurabinski, State Coordinator for Urban Literacy, Division of Abbott Implementation, New Jersey Department of Education

<b>B25</b>	<b>Room 410</b>	<b><i>Making a Successful Transition from Whole School Reform to Balanced Literacy</i></b>
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"If you fail to plan, you plan to fail." This presentation will provide an overview of the transition plan developed by the Asbury Park Public School District to initiate the conversion to balanced literacy from a whole school reform model. Participants will work in small groups to create a transition plan based on a scenario. Each participant will leave with the understanding of the transitional process and framework needed to implement balanced literacy.

**Presenters:** Janice Anderson, Interim Assistant Director of Curriculum,  
and Kathy McDavid, Director of Curriculum, Asbury Park Public Schools

<b>B26</b>	<b>Room 413</b>	<b><i>Differentiating Instruction: Effective Literacy Practices for Students with Disabilities</i></b>
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Diversity among children is to be celebrated. Often teachers are overwhelmed with the practical aspects of how to effectively meet the needs of all learners in the classroom. Join us in this workshop to discuss learning problems associated with literacy and learn how to design and implement a three- tiered lesson plan to accommodate student diversity in every classroom.

**Presenter:** Mary-Catherine Moran, Education Specialist, State University of New York at Oneonta, New York

<b>B27</b>	<b>Room 414</b>	<b><i>Keeping the Promise for ALL Students: CAPA Findings and Recommendations</i></b>
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The 2004-2005 Collaborative Assessment and Planning for Achievement (CAPA) team visits Abbott "low-performing" and Title I "schools in corrective action." By providing insights into why students aren't "maximizing achievement" in literacy, they explore how schools and districts might remedy the situation. Participants will experience using CAPA literacy protocols and review major issues in literacy instruction and curriculum from CAPA findings statewide. They will also reflect on consistent recommendations made for immediate increases in student LAL proficiency.

**Presenters:** Susan Akers and Thomas Gambino, Education Program Development Specialists  
Division of Abbott Implementation/CAPA Unit, New Jersey Department of Education  
Karen Campbell, Title I, New Jersey Department of Education

<b>B28</b>	<b>Room 415</b>	<b><i>Intensive Early Literacy</i></b>
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This session provides participants with the key components and requirements of Intensive Early Literacy (IEL) and discusses both the research and what administrators and coaches need to look for in classroom instruction and practice. In addition, participants will hear more about classroom management and structures that promote and support literacy in K-3 classrooms.

**Presenter:** Fred Carrigg, Special Assistant to the Commissioner for Urban Literacy,  
Division of Abbott Implementation, New Jersey Department of Education

<b>B29</b>	<b>Room 416</b>	<b><i>Family Literacy: Every Child Reading at Your Library</i></b>
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The latest brain research shows that you can't start too early to get children ready to read. Public libraries all across the country are successfully incorporating the six reading readiness skills in story times for babies, toddlers and preschoolers. Learn about a program that has the ability to reach thousands of parents, caregivers and children, and has considerable impact on the early reading experiences of preschool children. This workshop is the perfect vehicle for Family Literacy involvement.

**Presenters:** Bonnie Kunzel, Youth Services Librarian, NJ State Library and Cindy Czesak, Director,  
Paterson Public Library



**B30      Room 417      *Real Reading in Elizabeth: Motivation and Achievement for Lifelong Learners***

Access to books is not enough! Learn how to plan for increasing student achievement and proficiency levels in reading with an integrated system which motivates students to engage in daily independent reading in school and at home. Replicate sustainable, data-driven strategies for reading achievement and hear the secrets behind the beginning of district-wide success in Elizabeth with regard to teacher, administrator, student and family excitement with this model of success-level reading.

**Presenter:** Jane Hileman, Executive Director, American Reading Company

**B31      Room 419      *Research-Based Vocabulary Instruction***

Vocabulary development is essential to students' development as lifelong readers. This session will look at the research base for vocabulary instruction and how it can inform instructional practices in the classroom. Participants will leave with an understanding of how their core program addresses vocabulary instruction and how core programs' vocabulary instruction can be enhanced to meet the needs of all students.

**Presenters:** Carrie R. Nagel and Ed Radigan, Eastern Regional Reading First Technical Assistance Center, Tallahassee, Florida

**B32      Room 421      *Literacy Link Ups: Linking Authentic Literature to Guided Reading Texts***

Become immersed in one innovative plan for truly balancing "Balanced Literacy." One drawback of many balanced literacy programs is the lack of authentic literature in the guided reading process at the beginning and emergent levels. By linking established children's literature to guided reading books, the best of both approaches can be utilized. A reading specialist will share how she has made this happen for her students – and how it can work for you!

**Presenter:** Carol Bodofsky, Reading Specialist, Edison Public Schools

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**12:45 p.m. - 2:00 p.m.****CONCURRENT SESSIONS: Featured Speakers****B33      Room 404      *Using Collaborative Action Research to Improve Performance and Enhance Morale***

In this session, the process and practices of Collaborative Action Research will be introduced. Ultimately, how successful the standards movement becomes will be determined by the work that transpires inside the school. Efforts to simply implore teachers to work harder won't produce the breakthroughs necessary to truly leave no child behind. Collaborative Action Research is a strategy which enables faculty members to discover what is working and why. Schools that have embraced action research have seen student performance increase and their schools transformed into exciting places.

**Presenter:** Richard Sagor, PhD, Director, Institute for the Study of Inquiry in Education

**B34      Room 409      *Effective Fluency Instruction in the Primary Grades***

Dr. Tim Rasinski will define reading fluency, the often neglected and illusive goal of the primary reading program. By sharing ideas on assessing fluency and monitoring progress, he will present effective and engaging instructional methods for teaching reading fluency.

**Presenter:** Timothy Rasinski, PhD, Professor of Education, Kent State University, Ohio

**B35      Room 411      *Differentiating Instruction to Reach and Teach Diverse Learners***

By providing a host of practical teaching strategies, this session will explore differentiating instruction and optimizing the academic performance of students with diverse learning needs. Among the topics addressed will be strategies for engaging students' attention, interest, active participation, increasing on-task behavior and work production. In addition, some key academic supports and accommodations to enable the success of struggling students will be shared and demonstrated.

**Presenter:** Sandra Rief, Educational Consultant

**B36      Room 412      *"I just like being good at it": Developing Competent Readers***

In this session, we will discuss the implications of findings from a study of literacy in the lives of young men. Students need to feel competent before they engage in school activities. Participants will explore how many traditional approaches to teaching reading and literature undermine that feeling of competence. Pre-reading activities to support the development of competence will be shared.

**Presenter:** Michael Smith, PhD, Professor, College of Education, Temple University, Pennsylvania

**B37      Room 415      *Organizing and Managing the Language Arts Period: Centers and Guided Reading***

Dr. Lesley Mandel Morrow offers essential guidance to teachers seeking to create, revise, or add new strategies to the teaching of the language arts block. This session focuses on how to implement effective strategies in the context of a well-planned classroom and a smoothly choreographed daily schedule. Participants will learn about methods used by exemplary teachers to create rich, student-friendly learning environments for children in grades K-4.

**Presenter:** Lesley Mandel Morrow, PhD, Professor, Graduate School of Education, Rutgers, The State University of New Jersey

**B38      Room 418      *Strategies for Developing Academic Literacy in Young Adolescents (Grades 5-8)***

Even students who enjoy literature struggle with expository text. To read academic text successfully, students have to be able to answer such questions as, "How does a scientist think about things and solve problems? How is this different from how a historian or mathematician thinks? How do these differences affect text created by writers in these fields?" This session will examine these questions and offer frameworks for helping young adolescents comprehend academic texts from different disciplines.

**Presenter:** Jill Lewis, PhD, Professor, New Jersey City University

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**12:45 p.m. - 2:00 p.m.**

### **Additional Concurrent Sessions**

**B39      Room 316      *Developing Center Activities Based on Data***

As we provide differentiated small reading groups, we often question, "What do our students need to be doing while they are not being instructed by the teacher?" During this session, we will discuss this question and present information on how to provide the students with center activities that will best meet their needs. Center activities will include phonemic awareness, phonics, fluency, comprehension, and vocabulary.

**Presenter:** Deborah Schaum, Eastern Regional Reading First Technical Assistance Center, Tallahassee, Florida

**B40      Room 317      *You Can't Beat Poetry!***

Take a trip back in time to the days of beatniks and bongos as we share how to host your very own "Poetry Coffeehouse" with your K-3 students. Use poetry to teach current, research-based comprehension strategies including visual imagery, questioning, and inferring. We'll provide you with everything you need to get your students started writing, reading, and sharing poetry with our step by step planning guide.

**Presenter:** Vicki Dugan and Barbara Manzer, Lumberton Township School District

**B41      Room 401      *Strategies for Improving Reading Comprehension and Fluency***

Participants will gain numerous practical strategies for improving reading comprehension and fluency in this hands-on workshop. Ideas for accommodating students with various learning styles and abilities will be demonstrated. Examples of students' work will be shared throughout this workshop. Participants will walk away with ideas that can be easily implemented in their classrooms.

**Presenter:** Leah Danziger, President and Educational Consultant, Staff Development Workshops

**B42      Room 405      *Using Modified Assessment Tools to Plan Instruction for English Language Learners***

As English Language Learners (ELLs) are still acquiring English, it can be challenging for teachers to develop a clearer picture of their academic progress in the classroom. During this session, participants will discuss challenges faced by ELLs during classroom instruction and then explore how the assessment data gathered with adapted check-lists and anecdotal records can then be used to inform literacy instructional lessons.

**Presenter:** Lynn Shafer Willner, PhD, Research Scientist, Center for Equity and Excellence in Education, George Washington University

**B43      Room 408      *Challenge: Entertain Parents and Children While Inspiring Them to Read***

By experiencing a unique method to inspire parents and children to read, participants will engage in activities guaranteed to entertain and positively affect reading growth in their children. In addition to engaging in the Paired Reading process and a parent-child reading method that promotes literacy, they will observe how children improve in comprehension, vocabulary, and fluency. Become familiar with how to improve each child's self confidence while stimulating interest in reading.

**Presenters:** Helaine Donovan, Reading Specialist, Brick Township Public Schools

**B44      Room 410      *Coaching for Lasting Change***

Together, we will explore coaching as a model of professional development. Participants will be exposed to the research that supports coaching to a higher level. Strategies and tips about getting teachers involved will be shared.

**Presenter:** Kristin Rainville, Lead Reading Coach, Office of Early Literacy, New Jersey Department of Education

**B45      Room 413      *Increasing Reading Comprehension in the Second Language Classroom***

How do you help the struggling reader? This presentation will focus on the direct teaching of active reading strategies; making connections, asking questions, visualizing, and drawing inferences through the use of children's literature. Participants will receive ideas that can be used in the second language classroom to support their students.

**Presenter:** Susan Petersen, ESL Instructor, Edison Township Public Schools

**B46 Room 414 *Phonemic Awareness: Playing With Sounds***

Participants will enjoy this interactive session focused on phonemic awareness. The workshop will provide teachers with a definition of phonemic awareness and will explain the research and rationale behind this essential element for literacy acquisition. It will include fun and engaging phonemic awareness strategies that can be immediately applied in the kindergarten and first grade classrooms.

**Presenters:** Debbie Adams and Susan Barnett, Reading Coaches, Office of Early Literacy,  
New Jersey Department of Education

**B47 Room 416 *Garden State Children's and Teen Book Award Titles (Grades K-8)***

Every year, the Children's Services Section and the Young Adult Section of the New Jersey Library Association select high quality titles, with proven popularity among children and teen readers, for the Garden State book awards ballot. Listen to a booktalk presentation of this year's children's ballot: Easy Readers, Fiction and Non-Fiction. The Middle School titles on this year's young adult ballot will also be presented: Fiction for Grades 6-8 and Non-Fiction for Ages 12-18.

**Presenters:** Bonnie Kunzel, Youth Services Librarian, NJ State Library and  
Pat Vasilik, Head of Children's Services, Clifton Public Library

**B48 Room 417 *Instructional Leadership for Reading First***

The research base for school wide implementation of reading and effective instructional programs – what works and what doesn't – will be analyzed. Additionally, participants will learn the nuts and bolts of school-wide Reading First supervision, feedback to coaches and planning based upon student data. During the presentation, there will be discussion of student related topics such as assessment of students, in-program testing, staff development, and accelerating students. There will also be information regarding planning for pre-implementation strategies, staff development and monitoring, and strategies to support coaches and classroom teachers to improve outcomes in reading instruction for students. Successful school implementations will be described and resources for implementation support will be provided. A question and answer opportunity will be part of this session.

**Presenter:** Stuart Greenberg, Deputy Director, Eastern Regional Reading First Technical Assistance Center,  
Tallahassee, Florida

**B49 Room 419 *Word Walls and Vocabulary***

This engaging workshop will focus on the use of word walls in the classroom. Participants will learn about the components of word walls, how to use them for vocabulary development, and how to connect them to the writing process.

**Presenter:** Keisha Smith-Carrington, Division of Abbott Implementation/CAPA Unit,  
New Jersey Department of Education

**B50 Room 421 *An Introduction to the Early Learning Assessment System: A Language Arts Literacy-Focused Performance-Based Assessment***

Get a close look at the results of a statewide study that examined the quality of Language Arts practices in Abbott preschools throughout the state. Learn about the Early Learning Assessment System, a Language Arts focused, performance-based assessment for preschool and kindergarten.

**Presenter:** Ellen Wolock, EdD, Program Development Specialist, Office of Early Childhood,  
New Jersey Department of Education

**2:15 p.m. - 3:30 p.m.****CONCURRENT SESSIONS: Featured Speakers****B51****Room 412*****A Look at Writing: Getting to the Heart of the Matter***

In this session, we'll discuss the importance of developing a sense of competence in student writers. We will explore how traditional models of instruction fail to effectively build a sense of competence and review a model that has proven to be more effective. Through a set of materials designed to help students become successful writers of persuasive papers, the model will be illustrated and explained.

**Presenter:** Michael Smith, PhD, Professor, College of Education, Temple University, PA

**2:15 p.m. - 3:30 p.m.****Additional Concurrent Sessions****B52****Room 314*****Heidi Ho and Za Zu Ze...Phonological Awareness through Jazz***

Phonological awareness is the ability to hear, identify, and manipulate the sounds of spoken language. Through the use of jazz, the presenters will share strategies to foster phonological awareness, an essential element of early literacy. Ideas for chants, songs, poetry, and rhyming books will be shared.

**Presenters:** Camille Lombard and Renee Whelan, Educational Development Specialists,  
Office of Early Childhood Education, New Jersey Department of Education

**B53****Room 317*****Effective Literacy Coaching***

Scientifically based research shows coaching and mentoring to be one of the most effective means for professional development. Following some general guidelines can make the difference between success and failure of this approach. Experience an actual coaching opportunity at this session. Participants will leave with handouts on coaching conversations, best practices, and general notes they make on the coaching scenario.

**Presenter:** Susan S. Young, EdD, Educational Consultant

**B54****Room 321*****Draw Me Your Thinking: Visualization to Extend Students' Comprehension***

In an interactive experience, participants will become familiar with using drawing to assist with the visualization process, as good readers are known to "make pictures in their minds" as they read. A Four-Step Model of: "Read It! Picture It! Plan It! and Draw It!" will be used. Participants will engage in sharing in collaborative discussions focused on extending their thinking about how this process can be used in all subject areas with both fiction and non-fiction texts.

**Presenter:** Tom Chiola, Literacy Instructional Specialist, Riverside Public Schools

**B55****Room 401*****Strategies for Improving Reading Comprehension and Fluency***

Participants will gain numerous practical strategies for improving reading comprehension and fluency in this hands-on workshop. Ideas for accommodating students with various learning styles and abilities will be demonstrated. Examples of students' work will be shared throughout this workshop. Participants will walk away with ideas that can be easily implemented in their classrooms.

**Presenter:** Leah Danziger, President and Educational Consultant, Staff Development Workshops

**B56 Room 404 *Early Intervention: Strategies for Early Literacy Programs***

Research shows that as many as 20% of our children experience difficulty learning to read! How can we as educators intervene to provide support to these struggling early readers and their families? How can we ensure that each child receive developmentally appropriate instruction taking into account individual as well as cultural considerations? What are some of the assessments and resulting instructional practices that have proven effective to ensure that all young children become competent readers? Together we will look at the answers to these questions and discuss their implementation in the schools.

**Presenter:** Cyndi Castello-Bratteson, Literacy Specialist, South Orange Public Schools and Susan Esposito, Reading Specialist, Keyport Public Schools

**B57 Room 405 *Using Modified Assessment Tools to Plan Instruction for English Language Learners***

As English Language Learners (ELLs) are still acquiring English, it can be challenging for teachers to develop a clearer picture of their academic progress in the classroom. During this session, participants will discuss challenges faced by ELLs during classroom instruction and then explore how the assessment data gathered with adapted check-lists and anecdotal records can then be used to inform literacy instructional lessons.

**Presenter:** Lynn Shafer Willner, PhD, Research Scientist, Center for Equity and Excellence in Education, George Washington University, Washington, DC

**B58 Room 408 *Beating the 4th Grade Slump: Informational Text in Grades 1-4***

Learning to read and reading to learn occurs simultaneously as informational text is included in early elementary reading instruction. Research showed that when informational text is not utilized in the early grades, many fourth grade students experience difficulty adjusting to the use of non-fiction in the content areas. This presentation will include pertinent research on the topic, consider what constitutes high-quality informational text, and offer suggestions for informational text variety as well as classroom activities.

**Presenter:** Patricia Geary, PhD, Professor, Education Department, Georgian Court University

**B59 Room 409 *Supporting Assessment with Technology: Learning from New Mexico's Reading First***

In this presentation, we will discuss the role that technology has played in the collection and analysis of the results from data to inform literacy instruction at the classroom, school, and district levels. After providing contextual information about the New Mexico Reading First initiative, we will focus on the role that handheld computers have played in the state's efforts to support teachers' use of data to inform instructional decision making.

**Presenters:** Naomi Hupert, Senior Research Associate; Juliette Heinze, Research Associate; and Wendy Martin, PhD, Associate Project Director, Center for Children and Technology/Education Development Center

**B60 Room 410 *Best Practices in Reading for English Language Learners (ELLs)***

In a hands-on workshop, we will identify strategies, activities, and materials for content area instruction for ELLs. Participants will engage in thematic cooperative group activities which will allow for student involvement in all levels of language development. Strategies for accommodating individual differences will be discussed. Participants will take back several activities that can be implemented immediately.

**Presenter:** Stephen A. White, PhD, National Consultant, Options Publishing



**B61      Room 411      *Bilingual/ESL? Special Education? How Do I Decide?***

Presenters will provide a research-based process for individual schools to adapt and use in order to avoid "over" and "under" identification of special needs bilingual learners. Participants will be guided through the process from a student's entrance into the program, through the intervention levels, to the decision making meeting among all stakeholders. Hands-on and group activities will provide models for participants to replicate in their schools. Regulations from IDEA and Bilingual Education Code will be referenced in addition to available resources in this area.

**Presenters: Elizabeth Franks, Bilingual Education/World Languages Supervisor and  
Barbara Tedesco, Principal, Harrison School, Roselle Public Schools**

**B62      Room 413      *An Introduction to Sheltered Instruction: Using the SIOP Approach in Practice***

As ESL and bilingual teachers, we know that content area literacy is being emphasized more than ever in ESL and mainstream classrooms. Sheltered Instruction Observational Protocol (SIOP) is an excellent approach that will help adapt content area material to the needs of your English Language Learners. This interactive workshop will include video segments of SIOP lessons in practice and simple straightforward activities to incorporate techniques that will aid in making content comprehensible for all students.

**Presenters: Eva Rogozinski, ESL Middle School Testing and Resource Teacher, Clifton Public Schools and  
Jory Oulhiad, ESL Elementary Testing and Resource Teacher, Clifton Public Schools**

**B63      Room 414      *Literacy Intervention: Where Do You Begin?***

Participants will learn how Linden created an intervention model that serves the needs of their at risk readers in grades K-3. Teachers, administrators, curriculum coordinators, and reading specialists will come away with practical and hands-on ideas along with a clear understanding of how one district is making it work for struggling readers.

**Presenters: Gail Fazio, Supervisor of Reading First, and Reina Clark, Literacy Support Teacher,  
Linden Public Schools**

**B64      Room 415      *Provision of Services to Students with Disabilities***

This session provides participants with an overview of Intensive Early Literacy guidelines with special focus on current research in Special Education and the four components of the assessment process.

**Presenter: Fred Carrigg, Special Assistant to the Commissioner for Urban Literacy,  
Division of Abbott Implementation, New Jersey Department of Education**

**B65      Room 416      *Bilingual Programs: The World Is Getting Smaller***

Public libraries all over New Jersey are sponsoring bilingual programs. Spanish is the language of choice in many of these libraries, but it is by no means the only such program available. Depending on the mix of immigrant populations in the library's community, you will find bilingual programs including Chinese and Japanese to meet the needs of several populations.

**Presenters: Bonnie Kunzel, Youth Services Librarian, NJ State Library and  
Pat Vasilik, Head of Children's Services, Clifton Public Library**

**B66**

**Room 417**

***Instructional Leadership for Reading First***

The research base for school wide implementation of reading and effective instructional programs – what works and what doesn't – will be analyzed. Additionally, participants will learn the nuts and bolts of school-wide Reading First supervision, feedback to coaches and planning based upon student data. During the presentation, there will be discussion of student related topics such as assessment of students, in-program testing, staff development, and accelerating students. There will also be information regarding planning for pre-implementation strategies, staff development and monitoring, and strategies to support coaches and classroom teachers to improve outcomes in reading instruction for students. Successful school implementations will be described and resources for implementation support will be provided. A question and answer opportunity will be part of this session.

**Presenter:** Stuart Greenberg, Deputy Director, Eastern Regional Reading First Technical Assistance Center, Tallahassee, Florida

**6:00 p.m. - 9:00 p.m.**

**DINNER (Ticket Required)**

**KEYNOTE SPEAKER: Kathy Ganske, PhD**

Associate Professor, Rowan University

**B67 Sheraton Hotel  
Crown Ballroom**

***Making a Difference in Literacy Learning: Teachers as Reflective Decision Makers***

It is little wonder that the term "orchestration" is often used to describe the finely tuned workings of an effective classroom. The decisions that teachers must constantly make require that they be able to do more than just draw on their knowledge of students, strategies, and materials; they must be able to transform the knowledge to fit the ever-changing situations they encounter. Reflection plays a critical role in this process. In this address, Dr. Ganske will discuss the importance of close observation, reflection, and questioning for improving students' literacy learning, and she will share practical suggestions for applying and developing these abilities.



## LITERACY WORKSHOP SESSIONS AT-A-GLANCE

Thursday, August 11, 2005			
ROOM	8:30 a.m. – 9:45 a.m.		
402/403	<b>Keynote Speaker: Joseph Torgesen, PhD</b> <i>Interventions That Work: Multi-Tiered Model</i>		
	10:00 a.m. – 11:15 a.m.	12:45 p.m. – 2:00 p.m.	2:15 p.m. – 3:30 p.m.
314	Blending Guided Reading and Literature Circles		
315	Differentiated Instruction: Making a Difference Means Making it Different		
316		Word Walls: Beyond a Reference for Reading and Writing	
317	Comprehension Through the Arts		Fluency Through Readers Theatre
319	Literacy Leadership: Supporting Your Coaches to Improve Instruction		The Coaching Continuum: Formats for Collegial Support and Recommendations for Effective Implementation
321	Fonics and Phlucency: A Close Reading Relationship	Literacy Leadership: A Vital Ingredient of School Improvement	Increase Student Achievement--Change Teacher Attitudes through Customized Professional Development
401	Developing Narrative and Other Writing Skills	Creating a Classroom/School Environment to Promote and Support Balanced Literacy	Writing That Scores: Helping Students Mean Something When They Write
404	Helping Young Writers to Find Their Voices Through The Writing Process	Middle Grades Pilot: LEADS (Literacy is Essential to Adolescent Development and Success) <i>Continues to 3:30 p.m.</i>	Middle Grades Pilot: LEADS (Literacy is Essential to Adolescent Development and Success) <i>Continues to 3:30 p.m.</i>
405	Fluency: The Bridge to Comprehension	Spotlight On Middle School Reading Intervention	
406		The Road Ahead	
408	Key Considerations for Developing Quality Literacy Programs and Instruction for Students with Disabilities		Authentic Vocabulary Instruction: Grades 4-8
409	How's YOUR Phonemic Awareness?	Facilitating Systematic Instruction of Phonemic Awareness and Phonics Skills	
410	Success with Sheltered Instruction(SIOP) in the Atlantic City Schools	Success with Sheltered Instruction(SIOP) in the Atlantic City Schools	
411	Integrating Fluency into the Classroom: Two Classroom-Based Approaches	Guided Comprehension in the Primary Grades: Helping Students Understand Informational Text	Comprehension: Thinking, Strategies, and Movement
412		Get in the Groove and Move!	

## LITERACY WORKSHOP SESSIONS AT-A-GLANCE

**Thursday, August 11, 2005**

<b>ROOM</b>	<b>10:00 a.m. – 11:15 a.m.</b>	<b>12:45 p.m. – 2:00 p.m.</b>	<b>2:15 p.m. – 3:30 p.m.</b>
<b>413</b>	The Key is Motivation: Writing Across the Content Areas		Understanding Expository Text: Strategies for Elementary Students
<b>414</b>	Realizing the Potential of Educational Media for Early Childhood Literacy	Realizing the Potential of Educational Media for Early Childhood Literacy	Determining Language of Instruction for Literacy in a Bilingual Elementary Classroom
<b>415</b>	Mosaic of Thought: Teaching the 7 Keys to Comprehension	Mosaic of Thought: Teaching the 7 Keys to Comprehension	
<b>416</b>	Storytelling: Techniques and Resources	Beyond Harry Potter: What to Read While Waiting for #7	What Your Public Library Can Do For You?
<b>417</b>	Improving Student Achievement: It's a Community Affair	Using Technology Effectively to Target Students at Risk	Maximizing Results: The Administrator/Coach's Role in Early Childhood Classrooms
<b>418</b>	Qualities of Effective Teachers: Why Do We Need Good Teachers?	Coaching Your Literacy Coaches: How to Build a Literacy Team	Qualities of Effective Teachers: What Do Good Teachers Do?
<b>419</b>		Prevention and Early Intervention for K-3 Students with Foundations	Let's Explore Using Social Studies Content to Teach Reading Teachers as Leaders
<b>420</b>		From Prose to Poetry: Writing to Learn Math and Science	
<b>421</b>		Using Thematic Units with English Language Learners	

8:30 a.m. - 9:45 a.m.

**KEYNOTE SESSION: Joseph Torgesen, PhD**

Director, Florida Center for Reading Research

**B68 Room 402/403**

*Interventions that Work: The Multi-Tiered Model*

In this presentation, we will explore 8 key points to implement an effective school level system to prevent reading difficulties in young children. Information will also be provided about elements of a comprehensive intervention system for older struggling readers.

10:00 a.m. - 11:15 a.m.

**CONCURRENT SESSIONS: Featured Speakers**

**B69 Room 411**

*Integrating Fluency into the Classroom: Two Classroom-Based Approaches*

Fluency involves smooth and expressive reading and contributes to learners' comprehension of text. In order for students to become fluent readers, we need to provide them with extensive opportunities to read and re-read connected text with support. This presentation will discuss a four-year study involving two fluency-oriented reading curricula. Two approaches will be outlined along with ways in which the programs can be implemented for the entire class or modified for flexible groups.

**Presenter: Melanie Kuhn, Ph.D., Assistant Professor, Rutgers, The State University of New Jersey**

**B70 Room 415**

*Mosaic of Thought: Teaching the 7 Keys to Comprehension*

In this interactive presentation, participants journey into their own reading. It is based on the premise that for adults to understand and teach the comprehension strategies outlined in Mosaic of Thought and 7 Keys to Comprehension, they must first consciously apply them in their own reading. While exploring the visible and invisible sides of reading, there will be an overview of the comprehension strategies, and exploration of the key components of an effective readers' workshop.

**Presenter: Susan Zimmermann, Author of 7 Keys to Comprehension:  
How to Help Your Kids Read It and Get It and Mosaic of Thought**

**B71 Room 418**

*Qualities of Effective Teachers: Why Do We Need Good Teachers?*

Based on quantitative research data, this presentation will discuss the qualities that matter most in teachers. In an exploration of these significant characteristics, the session will clarify ways in which they connect to student growth.

**Presenter: James H. Stronge, PhD, Heritage Professor, Educational Policy, Planning, and Leadership,  
The College of William & Mary, Virginia**

**10:00 a.m. - 11:15 a.m.****Additional Concurrent Sessions****B72      Room 314      *Blending Guided Reading and Literature Circles***

Have you ever considered blending your guided reading practices with literature circles? This presentation will focus on ways to make the most of both strategies to improve reading comprehension with your students. Classroom management tips, modeled lessons, and center and circle ideas will be presented. The diagnostic/prescriptive model of learning will also be discussed.

**Presenter:** Nancy Updegraff, PhD, National Reading and Language Arts Consultant, Harcourt Publishers

**B73      Room 315      *Differentiated Instruction: Making a Difference Means Making It Different***

Differentiated instruction is a recognition that students vary in their needs, interests, abilities and prior knowledge. This interactive workshop will assist teachers, literacy coaches and administrators in understanding and applying the principals of differentiated instruction through addressing the unique challenges and needs of literacy instruction. Participants will receive a variety of materials designed to facilitate the movement of differentiated instruction from theory to practice. The presentation is targeted to the middle school teacher.

**Presenters:** Theresa Mikajlo, Director of Language Arts Literacy, Newark Public Schools and  
Joan P. McDonald, Special Assistant to the Assistant Superintendent,  
Department of Teaching and Learning, Newark Public Schools

**B74      Room 317      *Comprehension Through the Arts***

Using the six main elements of comprehension, this session will explore multiple ways to approach instruction with motivating and memorable activities. By connecting comprehension strategies to art, music, drama, and movement, multiple perspectives and learning styles will be addressed. Participants will be able to observe actual examples of ideas in action through video clips and will have the opportunity to experience the activities first-hand while reflecting with colleagues.

**Presenters:** Mia Barth, Jacqueline Halsey, and Emily Moorman, Reading Coaches, Office of Early Literacy,  
New Jersey Department of Education

**B75      Room 319      *Literacy Leadership: Supporting Your Coaches to Improve Instruction***

As school administrators, it is essential to be actively engaged in building a successful literacy program. School leaders, who strive for excellence and are committed to providing the best opportunities for students and teachers, must provide sustained and systematic support for their literacy coaches.

**Presenter:** Mary- Catherine Moran, Education Specialist, State University of New York at Oneonta, New York

**B76      Room 321      *Fonics and Phlucency: A Close Reading Relationship***

Many students do not comprehend what they read independently because of their difficulties with phonics and decoding. This workshop will provide information about research-based phonics and fluency instruction, effective instructional practices and routines, and student fluency development. Educators will leave the session with some practical ideas about how to meet the needs of struggling readers.

**Presenter:** Ruth Gumm, Eastern Regional Reading First Technical Assistance Center, Tallahassee, Florida

**B77      Room 401      *Developing Narrative and Other Writing Skills***

Need narratives? This workshop will show you some materials and techniques for developing writings skills in K-1 and expanding them across the grades. The emphasis is on practical applications that develop, support, and clarify the writing process for all beginning writers. Participants will be introduced to the Four Square Writing Method as a starting point to teach basic writing skills and the concept of "reading like a writer" as a connection between literature and writing.

**Presenters:** Anne Berry and Suzanne Naturale, ESL Teachers, East Brunswick Public Schools

**B78      Room 404      *Helping Young Writers to Find Their Voices through the Writing Process***

Participants will be provided with strategies for encouraging young writers to speak through their writing. The workshop will provide a brief overview of process writing and will focus on the teacher's role during conferencing.

**Presenter:** Mary Jane Kurabinski, State Coordinator for Urban Literacy, Division of Abbott Implementation, New Jersey Department of Education

**B79      Room 405      *Fluency: The Bridge to Comprehension***

In this session, participants will develop an understanding of fluency and its impact on reading comprehension. The session will be approximately 50 percent interactive which will enable all participants to understand how the lack of fluency is a barrier to comprehension. Participants will also take part in several fluency activities that can be adapted for immediate classroom use. Specific instructional strategies will also be shared.

**Presenter:** Pamela Musick, National Director of Teacher and Learning, Pearson Learning Group

**B80      Room 408      *Key Considerations for Developing Quality Literacy Programs and Instruction for Students with Disabilities***

Participants will gain an understanding of the characteristics and needs of students with disabilities in terms of their reading ability. This workshop will present organizing principles to address the needs of students with disabilities within Reading First Programs. Topics will include: access to programs and services, instructional strategies, assessment of instructional needs and progress monitoring, and organizing instruction. Participants will be actively involved in reflecting upon their own knowledge, experiences, and practices in working with students with disabilities.

**Presenter:** Peggy Thorpe O'Reilly, Special Education Consultant, New Jersey Department of Education

**B81      Room 409      *How's YOUR Phonemic Awareness?***

This session will explain, through hands-on practice, how phonemic awareness and phonics are related and how they differ. In order to make phonemic awareness more accessible to students, the Lindamood phoneme chart and labels will be utilized. Practice will include phoneme segmentation and synthesis, using auditory, visual and kinesthetic feedback along with discussion of typical sound-symbol confusions and how to utilize the chart for supporting improvement in decoding and spelling.

**Presenters:** Lester Aungst, PhD, Speech-Language Specialist, Sea Isle City Public School District; Barbara Glazewski, EdD, Professor and Graduate Coordinator, Kean University; and Sue A. Goldman, Speech-Language Pathologist, Edison Township Board of Education

**B82      Room 410      *Success with Sheltered Instruction (SIOP) in the Atlantic City Schools***

The Atlantic City School District has completed year two of the Sheltered Instruction Observation Protocol Model of instruction for English Language Learners. This presentation will outline the components of the SIOP model, how it has been implemented in Atlantic City, and the assessment gains that have been recognized with the LEP subgroup.

**Presenters:** Daniel Angelo, ESL Teacher/ SIOP Coach, Atlantic City Schools and Mary Ann Mena, Bilingual Teacher/SIOP Coach, Atlantic City Schools

**B83      Room 413      *The Key is Motivation: Writing Across the Content Areas***

How do we engage all students to write? Unlock the door to the struggling, unmotivated writer. The presenter will both model and engage the audience in strategies and lessons to achieve success in writing necessary to succeed and improve in all content areas. All who attend the session will leave with differentiated strategies including technology incorporated writing lessons to motivate all learners to write and be successful on state testing as well.

**Presenter:** Michele Barto, Literacy Consultant

**B84      Room 414      *Realizing the Potential of Educational Media for Early Childhood Literacy***

NJN will present one of their K-3 Teacher Training Institutes which is designed to raise awareness in the area of media literacy. While sharing examples of the impact of video on student learning, the workshop trains teachers on how to use the video clips in order to support early childhood instruction effectively.

**Presenters:** Margaret M. Jaeger, Adjunct Professor, Georgian Court University and Ellen Mushinski, Director, Education Initiatives, NJN Public Television

**B85      Room 416      *Storytelling: Techniques and Resources***

More and more public libraries across New Jersey are serving as hosts for storytelling programs. Come hear an experienced storyteller at work. Have you considered teaching older students to tell stories to younger students? Would you like to pick up some stories to add to your own repertoire? Would you like to know which stories work best for which audiences? If the answer is yes, join master storytellers and experience the excitement.

**Presenters:** Bonnie Kunzel, Youth Services Librarian, NJ State Library and Pat Vasilik, Head of Children's Services, Clifton Public Library

**B86      Room 417      *Improving Student Achievement: It's A Community Affair***

Recent research supports engaging parents in the development of literacy and mathematical problem-solving skills in young children. With hands-on approaches to learning, the presentation introduces participants to effective strategies to promote the home-school connection.

**Presenter:** Laura C. Morano, Assistant Superintendent for Curriculum and Instruction, Piscataway Township Public Schools

**12:45 p.m. - 2:00 p.m.****CONCURRENT SESSIONS: Featured Speakers****B87 Room 411*****Guided Comprehension in the Primary Grades: Helping Students Understand Informational Text***

Helping primary students use comprehension strategies to understand informational texts is the focus of this highly interactive session. The research base will be reviewed and a variety of strategies will be explained and demonstrated using authentic texts.

**Presenter:** Maureen McLaughlin, PhD, Professor of Education, East Stroudsburg University, Pennsylvania

**B88 Room 415*****Mosaic of Thought: Teaching the 7 Keys to Comprehension***

In this interactive presentation, participants journey into their own reading. It is based on the premise that for adults to understand and teach the comprehension strategies outlined in *Mosaic of Thought* and *7 Keys to Comprehension*, they must first consciously apply them in their own reading. While exploring the visible and invisible sides of reading, there will be an overview of the comprehension strategies, and exploration of the key components of an effective readers' workshop.

**Presenter:** Susan Zimmermann, Author of *7 Keys to Comprehension: How to Help Your Kids Read It and Get It* and *Mosaic of Thought*

**12:45 p.m. - 2:00 p.m.****Additional Concurrent Sessions: Featured Speakers****B89 Room 316*****Word Walls: Beyond a Reference for Reading and Writing***

By providing participants with a repertoire of word wall activities, this workshop targets beginning readers and writers. There will be a discussion of the most appropriate types of word walls to implement and how to plan interactive activities that encourage students to develop a deeper understanding of relationships between letters, sounds, and words. Participants will leave this workshop with exciting and engaging techniques and materials that can be implemented in their classroom immediately.

**Presenter:** Carin Cooper, Reading Coach, Office of Early Literacy, New Jersey Department of Education

**B90 Room 321*****Literacy Leadership – A Vital Ingredient of School Improvement***

The focus of the session will be on leadership, literacy, teacher assessment, and creating a Literacy Plan to establish a community of learners. This session will also look at the role of the administrator as the instructional leader of the school and the importance of this role as it affects student performance. Administrators will leave with practical strategies to take back to their schools.

**Presenter:** Toni Hollingsworth, National Literacy Consultant

**B91 Room 401*****Creating a Classroom/School Environment to Promote and Support Balanced Literacy***

In order to support a balanced literacy program across grades K-5, the presentation will focus on how to set up and organize books and materials. It addresses what is necessary in a classroom library to support guided reading and demonstrate how to organize a central location within a school to accommodate staff needs as they conduct research and select additional literature to support their program. Selecting, leveling books, and organizing by genre will be addressed. Participants will have an opportunity to work in small groups to create their own "Book Nooks", sort books by topic, and create a "make and take" research folder to use with their students when they return to the classroom.

**Presenters:** Linda deGeronimo, Principal, and Anne Diehl, Teacher/Substitute Curriculum Resource Teacher, Edison Public Schools



**B92 Room 404*****Middle Grades Pilot: LEADS (Literacy is Essential to Adolescent Development and Success)-Extended Session lasting until 3:30 p.m.***

Participants will hear about participating districts that recently completed a middle grades summer pilot program aimed at ensuring that all students are challenged at proficient and advanced proficient levels. Presenters will discuss a structured, student-centered approach to middle grades instruction, utilizing SBRR strategies, techniques and interventions.

**Presenters:** Fred Carrigg, Special Assistant to the Commissioner for Urban Literacy, and Mary Jane Kurabinski, State Coordinator for Urban Literacy, Division of Abbott Implementation

**B93 Room 405*****Spotlight on Middle School Reading Intervention***

If you have middle school students reading 2-3 years below grade level, you won't want to miss this session on intensive reading intervention. This new program, authored by Dr. Tim Shanahan, is based on the research findings of the National Reading Panel Report and is the only program of its kind available today. The AMP reading intervention program focuses on comprehension, vocabulary and fluency in a very explicit manner. The student materials are highly engaging and are written on topics that were identified by students as ones they wanted to learn more about. All student library books have been Lexiled for easy use. Don't miss out on an intervention program that could help your struggling readers meet reading success!

**Presenter:** Pamela Musick, National Director, Teacher and Learning

**Room 406*****The Road Ahead***

The New Jersey Assessment of Skills and Knowledge (NJ ASK) was designed to help the state meet the goal of having all children read on grade level by the end of third grade. This session will focus on the future of NJ ASK 3, implications for the state, schools and individual students throughout New Jersey.

**Presenter:** Brian Robinson, Director, Office of Evaluation and Assessment, New Jersey Department of Education

**B95 Room 409*****Facilitating Systematic Instruction of Phonemic Awareness and Phonics Skills***

Participants in this session will have hands-on practice with phonemic awareness and phonics, explaining how they are related, and how they differ. The Lindamood phoneme chart and labels will be highlighted to make phonemic awareness more accessible to students. Practice will include phoneme segmentation and synthesis; using auditory, visual and kinesthetic feedback; discussion of typical sound-symbol confusions and how to support the improvement of decoding and spelling abilities.

**Presenters:** Sue A. Goldman, Speech-Language Pathologist, Edison Township Board of Education; Lester Aungst, PhD, Speech-Language Specialist, Sea Isle City Public School District; and Barbara Glazewski, EdD, Professor and Graduate Coordinator, Kean University

**B96 Room 410*****Success with Sheltered Instruction (SIOP) in the Atlantic City Schools***

The Atlantic City School District has completed year 2 of the Sheltered Instruction Observation Protocol Model of instruction for English Language Learners. This presentation will outline the components of the SIOP model, how it has been implemented in Atlantic City, and the assessment gains that have been recognized with the LEP subgroup.

**Presenters:** Daniel Angelo, ESL Teacher/ SIOP Coach, Atlantic City Schools and Mary Ann Mena, Bilingual Teacher/SIOP Coach, Atlantic City Schools

**B94 Room 412*****Get in the Groove and Move!***

Movement enhances learning! This session, designed for early childhood and elementary teachers, will focus on ways to incorporate movement into your classroom. Music and movement can be used to improve vocabulary, fluency, writing skills, comprehension, background knowledge and motivation. Find new and exciting ways to stimulate your students' muscles and their minds with fun classroom-based activities. Come play, learn, move and groove!

**Presenter:** Linda Morse, Manager, Academic Standards, Office of Academic and Professional Standards, New Jersey Department of Education



**B97 Room 414 *Realizing the Potential of Educational Media for Early Childhood Literacy***

NJN will present one of their K-3 Teacher Training Institutes which is designed to raise awareness in the area of media literacy. While sharing examples of the impact of video on student learning, the workshop trains teachers on how to use the video clips in order to support early childhood instruction effectively.

**Presenters:** Margaret M. Jaeger, Adjunct Professor, Georgian Court University and  
Ellen Mushinski, Director, Education Initiatives, NJN Public Television

**B98 Room 416 *Beyond Harry Potter: What to Read While Waiting for #7***

Have your students read all six Harry Potters? Are they already asking you for suggestions to tide them over until number seven comes out? We have just what you need. Come hear select titles of fantasies that will appeal to young Harry Potter fans. Participants will receive an annotated booklet with a bibliography of fantasies to entice young readers.

**Presenters:** Bonnie Kunzel, Youth Services Librarian, NJ State Library and  
Pat Vasilik, Head of Children's Services, Clifton Public Library

**B99 Room 417 *Using Technology Effectively to Target Students at Risk***

The focus of the presentation will be on how to engage learners through the use of small group instruction, engaging individualized software and independent learning centers. Sing-along songs and activities will also be used. A hands-on lab will be provided at the end of the session so attendees can experience the Waterford Early Reading Program software. The lab will accommodate eight people.

**Presenters:** Rhonda Ashton-Loeb, Hackensack Public Schools, and Debbie Foster, Pearson Digital Learning

**B100 Room 418 *Coaching Your Literacy Coaches: How to Build a Literacy Team***

Whether there is one coach or several, ongoing collaboration and "coaching the coach" impacts their effectiveness in schools. This workshop addresses the following: adult learning styles, communication styles, coaching styles, and scheduling and accountability. Most importantly, it examines how to build a literacy team in which coaches, working together toward a common goal, can expand their skills. The presentation is appropriate for both coordinators and literacy coaches.

**Presenter:** Donna Mickolajczyk, Reading First Coordinator, Passaic City Public Schools

**B101 Room 419 *Prevention and Early Intervention for K-3 Students with Foundations***

The speaker will present Wilson Foundations, a K-3 prevention program to help reduce reading and spelling failure. Based on the Wilson Reading System, Foundations provides schools with a direct action plan to address the literacy needs of all students. The presentation will discuss validated strategies, tools and materials to reduce special education referrals by incorporating direct, sequential and scaffolding instruction into general education curricula.

**Presenter:** Janis Cameron, Wilson Trainer

**B102 Room 420 *From Prose to Poetry: Writing to Learn Math and Science***

Participants will engage in activities that integrate various writing strategies with math and science content. Trade books will be introduced as models to stimulate thinking, promote creativity, and motivate writers. Strategies can easily be adapted for different grade levels and students' abilities.

**Presenter:** Patricia Richwine, PhD, Associate Professor, Georgian Court University

**B103 Room 421** *Using Thematic Units with English Language Learners*

This demonstration/workshop will focus on the integration of language and content objectives. Background information on teaching thematically will be addressed and discussed. The subject areas to be covered are math, science, social studies, language arts, art history and appreciation, and arts and crafts.

**Presenters:** Eva Rogozinski, ESL Middle School Testing and Resource Teacher, Clifton Public Schools and Jeanette Sommer, K-5 ESL and Reading Recovery Teacher, Morristown Public Schools

**2:15 p.m. - 3:30 p.m.**

**CONCURRENT SESSION: Featured Speaker**

**B104 Room 418** *Qualities of Effective Teachers: What Do Good Teachers Do?*

Drawing on the qualities of an effective teacher, this session will delve into teacher behavior. Through an interactive discussion, participants will have the opportunity to "design" a teacher based on the qualities shared.

**Presenter:** James H. Stronge, Ph.D, Heritage Professor, Educational Policy, Planning, and Leadership, The College of William & Mary, Virginia

**2: 15 p.m. - 3:30 p.m.**

**Additional Concurrent Sessions**

**B105 Room 317** *Fluency Through Readers Theater*

Through the interactive process of Readers Theater, this presentation will focus on practicing fluency in a dynamic and engaging way. Participants will learn how to create scripts from favorite picture books or anthology stories in first through fourth grade classrooms. Participants will also design their own scripts and will have an opportunity to see a video of an actual classroom production.

**Presenters:** Mia Barth, Jacqueline Halsey, and Emily Moorman, Reading Coaches, Office of Early Literacy, New Jersey Department of Education

**B106 Room 319** *The Coaching Continuum: Formats for Collegial Support and Recommendations for Effective Implementation*

The model for the "coaching continuum" will be presented by highlighting many key practices. This workshop addresses the following: study groups, demonstration lessons, classroom observation, planning, observing, analyzing and reflecting, conferring, focused classroom visits, and content presentations. Suggestions for protocol to determine the best match between the coaching format and meeting the needs of teachers and students will also be addressed.

**Presenter:** Mary-Catherine Moran, Education Specialist, State University of New York at Oneonta, New York

**B107 Room 321** *Increase Student Achievement – Change Teacher Attitudes through Customized Professional Development*

By dispelling the notion of the "one and done" staff development in the minds of teachers, this session focuses on best practice, collaboration, coaching, and self-reflection. Learn how one school created a customized approach to staff development, which led to increased student achievement and a culture of continuous instructional improvement. Find out how teachers used baseline data to identify strengths and weaknesses while collaborating to learn new skills and strategies for instruction.

**Presenters:** Toni Hollingsworth, National Literacy Consultant, and Susan McCandless, Principal, Ridgely Elementary School, Maryland

**B108      Room 401      *Writing That Scores: Helping Students Mean Something When They Write***

Participants will learn about the critical points in the stages of the writing process, and how to help students write meaningful essays. Participants will discover ways to help students score on the state tests while preparing them for real-life writing experiences. This presentation will address: helping students make connections with reading, better brainstorming of ideas for writing, teaching students to understand the various writing stances for different writing genres, teaching students to become effective peer editors, and assisting students in developing self-monitoring and editorial skills.

**Presenter:** Allan De Fina, PhD, Associate Professor, Department of Literacy Education, New Jersey City University

**B109      Room 404      *Middle Grades Pilot: LEADS (Literacy is Essential to Adolescent Development and Success)-Extended session continued from 12:45 p.m.***

Participants will hear about participating districts that recently completed a middle grades summer pilot program aimed at ensuring that all students are challenged at proficient and advanced proficient levels. Presenters will discuss a structured, student-centered approach to middle grades instruction, utilizing SBRR strategies, techniques and interventions.

**Presenters:** Fred Carrigg, Special Assistant to the Commissioner for Urban Literacy, and  
Mary Jane Kurabinski, State Coordinator for Urban Literacy, Division of Abbott Implementation

**B110      Room 408      *Authentic Vocabulary Instruction: Grades 4-8***

Vocabulary instruction is critical to proficient reading. Without broad-based word knowledge, reading is reduced to simply word calling. This presentation highlights innovative and research-based strategies to increase students' word knowledge utilizing authentic experiences with print.

**Presenter:** Sharon McKool, Ph.D., Assistant Professor, Rider University

**B112      Room 411      *Comprehension: Thinking, Strategies, and Movement***

Get an overview of some main strategies that good readers use to comprehend what they are reading. After exploring some strategies, participants will learn some kinesthetic movements that add another dimension to their students' understanding of these comprehension strategies. Participants will have the opportunity to practice these strategies and movements using varied literature selections.

**Presenter:** Kathleen K. Spence, Reading Specialist and Reading Coach, Pemberton Township Public Schools

**B113      Room 413      *Understanding Expository Text: Strategies for Elementary Students***

With a hands-on presentation, this session will provide teachers, reading specialists, and administrators with a thorough understanding of non-fiction text features. It will explore various strategies for helping students to read and understand aspects of the genre. Non-fiction books for grade levels 1-6 will be identified and explored.

**Presenter:** Sharon Dama, Reading Specialist/Education Consultant, Jackson Township Public Schools

**B114      Room 414      *Determining Language of Instruction for Literacy in a Bilingual Elementary Classroom***

In this presentation, we will explore various ways for bilingual teachers to determine literacy language of instruction for English Language Learners (ELLs) in a bilingual, elementary classroom. Participants will discuss transitioning students from native language instruction to English language instruction.

**Presenter:** Louis D'Amato, District Bilingual/ESL Supervisor, Bridgeton Public Schools

**B115      Room 416      *What Your Public Library Can Do for You***

As a teacher, reading coach or school librarian, do you have a close relationship with your local public library? Are you aware of the many resources available to you and your students? Your public library is not just about books any more. Today, public libraries have movie collections, audio books, music, internet access, and inter-library loan databases you can use from school or in the privacy of your own home, day or night. All it takes is a library card. Come meet two longtime public librarians and learn what services are available for you and your students at the public library.

**Presenters:** **Bonnie Kunzel, Youth Services Librarian, NJ State Library and**  
**Pat Vasilik, Head of Children's Services, Clifton Public Library**

**B116      Room 417      *Maximizing Results: The Administrator/Coach's Role in Early Childhood Classrooms***

The issues and concerns to closing the achievement gap begin before children ever enter our schools. What can administrators and coaches do to ensure they become proficient readers and writers instead of casualties of NCLB? This session will focus on necessary strategies for achieving success. Research will be highlighted and results from early childhood classrooms including special education, ESL, and at-risk populations will be shared and discussed.

**Presenters:** **Edward Wright, National Administrative Consultant, Wright Group and**  
**M. Lynn Linscott, EdD, Director of Federal Programs, Brandywine Public Schools, Delaware**

**B117      Room 419      *Let's Explore Using Social Studies Content to Teach Reading***

In a hands-on session focusing on using non-fiction leveled readers, participants will become familiar with social studies themes to engage and ignite the innate curiosity of young readers. The session will help teachers and administrators explore the use of non-fiction books to help students build comprehension and fluency skills. Participants will utilize graphic organizers and practice using effective reading strategies to enhance their literacy program, especially during read aloud, shared reading, and guided reading.

**Presenter:** **Gwen Sebastian-Hill, National Educational Consultant**

**B111      Room 420      *Teachers as Leaders***

In an interactive workshop, presenters will assist administrators in developing staff members as leaders in their school. Leadership can be accomplished by every member of the school community. These acquired leadership skills can assist the individual in their professional and personal goals, which will in turn make your school stronger. Students, parents, colleagues, and administrators can benefit from teachers who have strong personal leadership skills. This will have a positive effect on school environment, instructional quality, innovation, student achievement, interpersonal skills, personal pride, and success.

**Presenters:** **Joseph P. Diskin, Principal, Eisenhower Intermediate School and Joseph T. Walsh, Principal,**  
**John F. Kennedy School, Bridgewater-Raritan Regional Public Schools**

# **OFFICE OF STANDARDS AND PROFESSIONAL DEVELOPMENT**



## **CONTENT INSTITUTES AND WORKSHOP SESSIONS**

(Pre-registration required for all of the following)

**THE FOLLOWING SESSIONS REQUIRE PRE-REGISTRATION**  
*and are Presented by*  
**Office of Academic and Professional Standards**

**SESSIONS AT-A-GLANCE**

**Tuesday, August 9, 2005**

<b>ROOM</b>	<b>TIME</b>	<b>SESSION TITLE</b>	<b>PRESENTERS</b>
<b>303</b>	8:30 a.m. – 4:00 p.m.	Change Strategies: Team Building and Leadership Skills for Children	Phyllis Garnant, NJDOE and Patty Hendrickson, Hendrickson Leadership Group, Inc.
<b>309</b>	2:00 p.m. – 4:00 p.m.	Maximizing Student Achievement Through High Quality Professional Learning	Michael Cohan, Professional Teaching Standards Board and Joyce Powell, Vice President NJEA and PTSB Member
<b>314</b>	2:00 p.m. – 4:00 p.m.	Implementing and Evaluating Mathematics in Preschool Classrooms	Renee Whelan, NJDOE

**THE FOLLOWING SESSIONS REQUIRE PRE-REGISTRATION**  
*and are Presented by*  
**Office of Academic and Professional Standards**

**SESSIONS AT-A-GLANCE**

<b>Wednesday, August 10, 2005</b>			
<b>ROOM</b>	<b>TIME</b>	<b>SESSION TITLE</b>	<b>PRESENTERS</b>
<b>301</b>	8:30 a.m. – 4:00 p.m.	Healthy Children, Ready to Learn: A Coordinated School Health Approach to Academic Success	Dr. James McCall, NJDOE
<b>302</b>	8:30 a.m. – 4:00 p.m.	Authentic Assessment in the Arts: Practicing What We Preach	Dale Schmid, NJDOE and Frank Phillips. CCSSO
<b>303</b>	8:30 a.m. – 4:00 p.m.	Technological Literacy: How to Integrate Standard 8.1	Phyllis Garnant, NJDOE, Larry Cocco, NJDOE, Linda Carmona-Bell, NJDOE and Bill Tsigaras, Agent, Morris County Prosecutor's Office
<b>304</b>	8:30 a.m. – 4:00 p.m.	Cooking with Data	Brian Robinson, NJDOE; Lavinia Kumar, NJDOE; Marilyn Goglin, ETS/Pulliam; Larry Feeber, School Matters, Standard & Poor's; Dana Egreczky, New Jersey Chamber of Commerce; Lorraine Clapper, NJ Smart
<b>310</b>	8:30 a.m. – 4:00 p.m.	Refining 6-12 Mathematics Curriculum and Instruction: What We Have Learned from Student Performance on HSPA	Dr. Robert Riehs, NJDOE
<b>313</b>	8:30 a.m. – 4:00 p.m.	Differentiated Instructional Strategies for Reading in the Content Areas: Focus on Grades 4-8	Dr. Marchia Ashhurst-Whiting, NJDOE; Dorothy Atkins, NJDOE; Nancy Sulla, IDE Corporation; Ted Tolles, Achieve 3000, with Pat Ensslen; Daniel Angelo, Eileen Burch, Joyous Carey, Carole DeMesquita, Mary Ann Joseph, Mary Ann Mena, Melanie O'Dea, Peggy Thorpe O'Reilly; Lori Ramella; Barbara Richman; and Sandra Strothers, NJDOE



**THE FOLLOWING SESSIONS REQUIRE PRE-REGISTRATION**  
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**Office of Academic and Professional Standards**

**SESSIONS AT-A-GLANCE**

**Thursday, August 11, 2005**

<b>ROOM</b>	<b>TIME</b>	<b>SESSION TITLE</b>	<b>PRESENTERS</b>
<b>301</b>	8:30 a.m. – 4:00 p.m.	Healthy Children, Ready to Learn: A Coordinated School Health Approach to Academic Success	Dr. James McCall, NJDOE
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<b>303</b>	8:30 a.m. – 4:00 p.m.	Technological Literacy for Administrators	Phyllis Garnant, NJDOE, Larry Cocco, NJDOE, Linda Carmona-Bell, NJDOE and Bill Tsigaras, Agent, Office of the Prosecutor, County of Morris
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<b>322</b>	8:30 a.m. – 12:00 p.m.	Highly Qualified Teachers and High Quality Professional Development	Jan Niedermaier, NJDOE

**All Day Session: 8:30 a.m. - 4:00 p.m.**

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**1D****Room 303*****Change Strategies: Team Building and Leadership Skills for Students***

This institute will focus on the dynamics of change and its impact on team building and leadership skills for students making career choices. Dozens of hand-on activities and simulations will add powerful content to make connections with students in their career quest. *This session is available for both Generation Next and Maximizing Student Achievement attendees.*

**Presenters:** Phyllis Garnant, NJDOE and

Patty Hendrickson, Hendrickson Leadership Group, Inc., La Crosse, Wisconsin

**Afternoon Sessions: 2:00 p.m. - 4:00 p.m.**

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**1A****Room 314*****Implementing and Evaluating Mathematics in Preschool Classrooms***

Based on the NJ Preschool Mathematics Expectations, this workshop will give teachers and administrators a better understanding of how to integrate meaningful mathematics in preschooler's daily activities as well as strategies for program evaluation.

**Presenter:** Renee Whelan, NJDOE Office of Early Childhood Education

**1C****Room 309*****Maximizing Student Achievement Through High Quality Professional Learning***

This session will bring you up-to-date on the work of the New Jersey Professional Teaching Standards Board and their efforts to promote high quality professional development for teachers. The session will include opportunities for dialogue about the current professional development initiative, the New Jersey Professional Standards for Teachers, and possible future directions for professional development efforts in New Jersey. An update on the Commissioner's Taskforce on Teaching and Learning will be provided.

**Presenters:** Michael Cohan, Chair, Professional Teaching Standards Board (PTSB); and

Joyce Powell, Vice - President NJEA and member, PTSB

**Wednesday, August 10, 2005**

**KEEPING THE PROMISE: MAXIMIZING ACHIEVEMENT  
ACROSS THE CURRICULUM**

**All Day Session: 8:30 a.m. - 4:00 p.m.**

**2A**

**Room 303**

***Technological Literacy: How to Integrate Standard 8.1***

Participants will focus on Standard 8.1 and the cumulative progress indicators at all grade levels. Working in teams, participants will develop integrated lessons they can use when they return to the classroom. The session will also focus on Internet safety.

**Presenters:** Phyllis Garnant, NJDOE; Larry Cocco, NJDOE; Linda Carmona-Bell, NJDOE; and  
Bill Tsigaras, Agent, Office of the Prosecutor, County of Morris

**2B**

**Room 310**

***Refining 6-12 Mathematics Curriculum and Instruction: What We Have Learned  
From Student Performance on the HSPA***

This one-day workshop will address specific misunderstandings that students have consistently demonstrated on statewide assessments. Many of these misunderstandings relate to sixth-, seventh-, or eighth-grade expectations from New Jersey's Core Curriculum Content Standards. Participants will examine several of the most common misunderstandings and explore instructional activities and strategies which can be used to either modify a district's formal 6-12 curriculum or simply refine the instruction in a particular mathematics classroom.

**Presenter:** Dr. Robert Riehs, NJDOE

**Wednesday, August 10, 2005**  
**Thursday, August 11, 2005**

**KEEPING THE PROMISE: MAXIMIZING ACHIEVEMENT  
ACROSS THE CURRICULUM**

**Two-Day Sessions: 8:30 a.m. - 4:00 p.m.**

**2I Room 302**

***Authentic Assessment in the Arts: Practicing What We Preach***

Do your classroom assessments serve to help students want to learn and feel able to learn? How can we be sure that assessment instruments accurately reflect student competencies? This two-day seminar will help you discover how to use performance data to positively impact curriculum and instruction in dance, music, theater, and visual arts. Join us in creating practical arts assessment strategies that will support increased student achievement.

**Presenters:** Dale Schmid, NJDOE and Frank Phillips, CCSSOs

**2E Room 313**

***Differentiated Instructional Strategies for Reading in the Content Areas: Focus on Grades 4-8***

This two-day institute will focus on ways you can meet the needs of all students including special needs students. What strategies can you use to develop vocabulary skills for ESL students? What instructional strategies can you implement that cross all content areas? How can you use assessment data to determine areas in need of improvement? How do you implement problem-based learning in a differentiated classroom? What strategies can be implemented for students to work at their own level and pace, covering the same material? This session will focus on differentiated instruction with an emphasis on grades 4-8.

**Presenters:** Dr. Marcia Ashhurst-Whiting, NJDOE; Dorothy Atkins, NJDOE; Nancy Sulla, IDE Corp.; Ted Tolles, Achieve 3000, with Pat Ensslen; Daniel Angelo; Eileen Burch; Joyous Carey; Carole DeMesquita; MaryAnn Joseph; MaryAnn Mena; Melanie O'Dea; Peggy Thorpe O'Reilly; Lori Ramella; Barbara Richman; Sandra Strothers

**2F Room 301**

***Healthy Children, Ready to Learn: A Coordinated School Health Approach to Academic Success***

This two-day institute will focus on improving your capacity to promote wellness in your school. Participants will examine the relationship between health and academic achievement and hear how coordinated school health programs can be the missing link to success for all. In this institute you will develop team building strategies, gain valuable knowledge of state and national resources to support health and physical education instruction, and hear from state and national experts on school health issues. You will be involved, engaged, and inspired to promote health and wellness in your school.

**Presenter:** Dr. James McCall, NJDOE

**2G Room 304**

***Cooking with Data***

Welcome to the new world of online data! Let's walk through the technology and look at online data. How can this information improve instruction? Participants will examine school and teacher quality data, make predictions, and develop strategies for professional development.

**Presenters:** Brian Robinson, NJDOE; Lavinia Kumar, NJDOE; Marilyn Gogolin, ETS/Pulliam; Larry Feeber, School Matters, Standard & Poor's; Dana Egreczky, New Jersey Chamber of Commerce; Lorraine Clapper, NJ Smart

**Thursday, August 11, 2005**

**KEEPING THE PROMISE: MAXIMIZING ACHIEVEMENT  
ACROSS THE CURRICULUM**

**One-Day Sessions: 8:30 a.m. - 4:00 p.m.**

**3A**

**Room 303**

***Technological Literacy for Administrators***

Participants will investigate how to implement the technological literacy standard at the school and district level. Teams will engage in activities that focus on how to evaluate teacher lessons that use technology. A special session will focus on Internet safety issues from an administrative perspective.

**Presenters:** Phyllis Garnant, NJDOE; Larry Cocco, NJDOE; Linda Carmona-Bell, NJDOE;  
Bill Tsigaras, Agent, Office of the Prosecutor, County of Morris

**Half-Day Session: 8:30 a.m. - 12:00 p.m.**

**3C**

**Room 322**

***Highly Qualified Teachers and High Quality Professional Development***

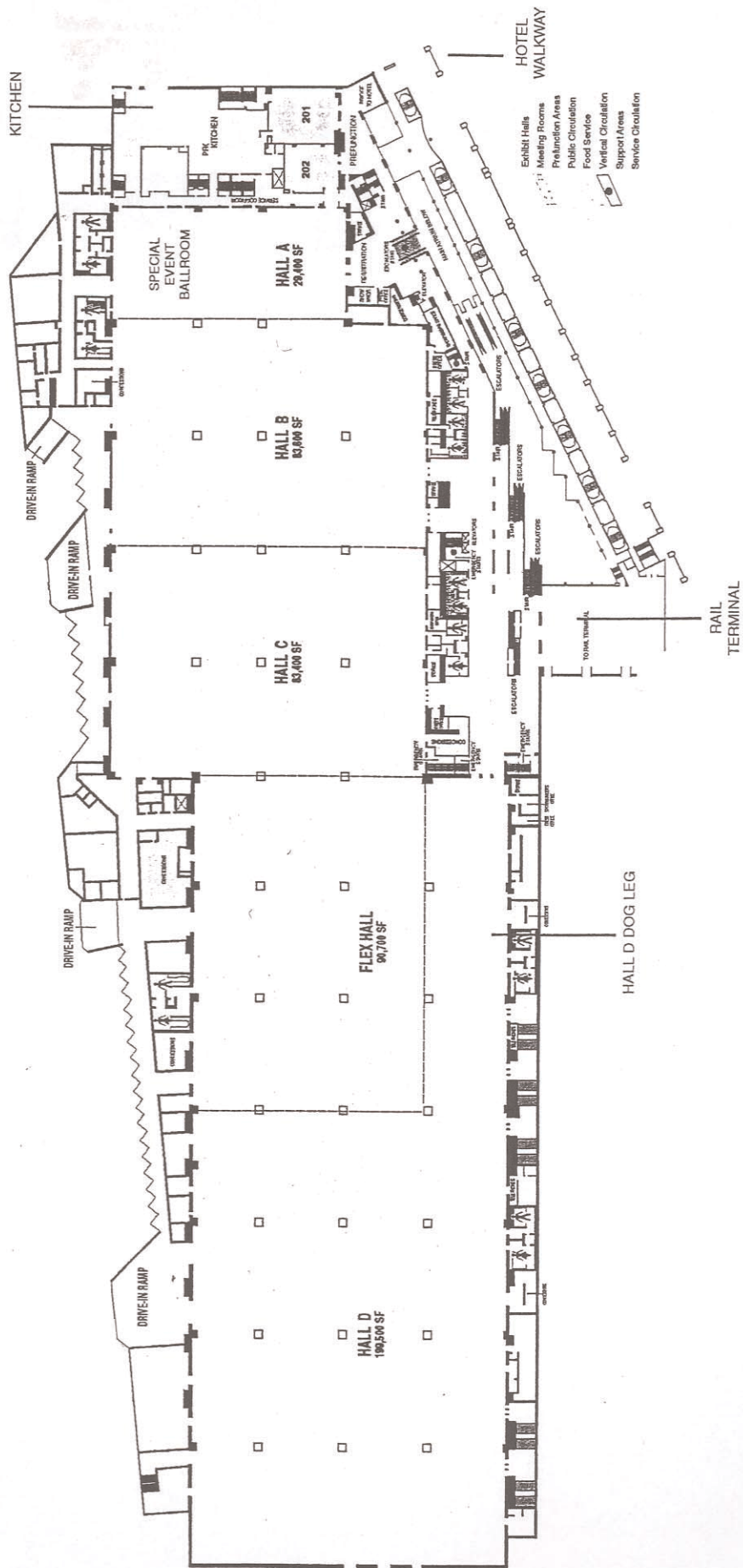
This session will bring you up-to-date on the Highly Qualified Teacher initiative and the Professional Development for Teachers initiative. The presenter will address federal and state requirements and conduct a clinic to provide technical assistance to individuals, schools and districts.

**Presenter:** Jan Niedermaier, NJDOE

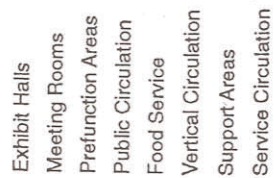


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## SECOND LEVEL EXHIBIT HALLS











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